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ABSTRACT

This report presents preliminary results from four sets of tests that are part of the North Carolina state testing program. The Grade 3 Pretest is a multiple choice reading and mathematics test administered to students at the beginning of third grade. This pretest was administered to more than 102,000 students in the 1999-2000 school year, and 69.8% of students scored at or about Achievement Level III in reading, and 76.9% scored at the same level on the mathematics pretest. The End-of-Grade tests are state-normed tests that were administered to more than 577,000 students in grades 3 through 8 at the end of the 1999-2000 school year. The percentage of students performing at Achievement Level III and higher continued to increase, to an estimated 69.8% in 1999-2000. The North Carolina High School Comprehensive Test in reading and mathematics was administered to all students, more than 76,000, in grade 10. Some 61.8% of students taking this examination in reading scored at or above Achievement Level III, and 64.7% scored this well in mathematics. The End-of-Course tests for certain high school courses were passed at rates ranging from 46.97% for History to 72.9% for Physics. In many areas, the achievement of North Carolina students increased, but disparities in performance among subgroups were found for all four sets of tests. The achievement test results for students with limited English proficiency are also outlined. (Contains 113 tables and 10 figures.) (SLD)

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ED 447 174

The 1999-00 Preliminary

North Carolina
State Testing Results

Multiple-Choice
Grade 3 Pretest, End-of-Grade, High School
Comprehensive, and End-of-Course Tests

August 31, 2000

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Notice

The performance results presented in this report are based on **preliminary data** provided to the North Carolina Department of Public Instruction on or before July 25, 2000. Data submitted after that date are not included in this report. The reader is referred to the notes accompanying each table or figure. These notes indicate the revision date of the data used for that table or figure. Further corrections may be made to school system data after the date of this report's release. The North Carolina Department of Public Instruction will release a more complete report of State Testing Results (the "Green Book"), after data have been finalized.

Abstract

The 1999-00 Preliminary North Carolina State Testing Results

Grade 3 Pretest, End-of-Grade, High School Comprehensive, and End-of Course Multiple-Choice Tests

Background

- Initially implemented during the 1996-97 school year, the North Carolina Pretest-Grade 3 is a multiple-choice reading and mathematics test administered to students during the first three weeks of the third grade. Student scores on this test are used to measure student growth in performance when compared to the end-of-grade test results at the end of the third grade year in the areas of reading and mathematics. The pretest at grade 3 measures the knowledge and skills specified for grade 2 from the reading and mathematics goals and objectives of the North Carolina *Standard Course of Study*. The pretest was administered to more than 102,000 students in the beginning of the 1999-00 school year.
- Beginning in the 1992-93 school year, the North Carolina State Board of Education authorized administration of North Carolina-developed end-of-grade tests aligned with the *Standard Course of Study*. These state-normed tests were administered to over 577,000 students in grades 3 through 8 during the last three weeks of the 1999-00 school year.
- The North Carolina High School Comprehensive Test in reading and mathematics was first administered in 1997-98 to all students in grade 10. It assesses the English Language Arts and Mathematics competencies the typical student should master by the end of grade 10. The test is used to measure student growth in achievement in reading and mathematics since completion of grade 8. It was administered to more than 76,000 students in the last three weeks of April 2000.
- End-of-course tests measure achievement on curricular goals and objectives with an emphasis on higher-order thinking skills. Multiple choice tests were administered in Algebra I; Algebra II; Biology; Chemistry; Economic, Legal, and Political Systems (ELPS); English I; Geometry; Physical Science; Physics and U.S. History to over 650,000 students within the last two weeks of instruction during the 1999-00 school year. Results from the English II End-of-Course test, a writing assessment, are reported in *The Report of Student Performance in Writing*.

Grade 3 Pretest Findings

- Achievement Level III or Above. These preliminary results show that 69.8 percent of students entering third grade scored at or above Achievement Level III on the *reading* pretest while 76.9 percent scored at or above Achievement Level III on the *mathematics* pretest. The percent of students scoring at or above Achievement Level III on the grade 3 reading pretest in 1999-00 increased 2.3 percentage points

from 1998-99. The percent of students scoring at or above Achievement Level III on the grade 3 mathematics pretest in 1999-00 increased 1.9 percentage points from 1998-99.

- *Mean Scale Scores*. In these preliminary data, the grade 3 reading pretest mean scale score increased from 138.1 in 1998-99 to 138.7 in 1999-00.
- *Gender*. Preliminary data shows that a higher percentage of females than males performed at Achievement Level III or above in the grade 3 reading pretest and the grade 3 mathematics pretest.
- *Ethnicity*. Disparities in performance among subgroups were noted in these preliminary results. In *reading*, the American Indian (56.8%), Black (57.4%), and Hispanic (57.4%) subgroups had lower percentages performing at Achievement Level III or above than the Multi-Racial (72.8%), Asian (72.9%) and White (77.0%) subgroups in these preliminary data. In *mathematics*, the Black (64.4%), American Indian (64.8%), and Hispanic (70.4%) subgroups had lower percentages performing at Achievement Level III or above than the Multi-Racial (79.4%), White (83.8%), and Asian (84.3%) subgroups in these preliminary data.

End-of-Grade Findings

- *Achievement Level III or Above*. Preliminary data from 1999-00 suggest the percentage of students in grades 3-8 performing at Achievement Level III and above in both reading and mathematics continues to increase, from 52.9 percent in 1992-93 to an estimated 69.8 percent in 1999-00.
- *Mean Scale Scores*. In these preliminary data, mean scale scores for reading increased from 1998-99 to 1999-00 at every grade level except 6 and 7. Preliminary mean scale scores for mathematics increased at every grade level.
- *Gender*. Preliminary data shows that in 1999-00, a higher percentage of females (72.9%) than males (66.7%) scored at or above Achievement Level III in both reading and mathematics in grades 3-8 combined.
- *Ethnicity*. Disparities in performance were present among subgroups in these preliminary data. The Black (49.4%), American Indian (56.3%), and Hispanic (56.6%) subgroups had lower percentages performing at Achievement Level III or above in both reading and mathematics in grades 3-8 combined than the Multi-Racial (71.0%), Asian (77.0%) and White (80.1%) subgroups in these preliminary data.

High School Comprehensive Findings

- *Achievement Level III or Above*. These preliminary results show that 61.8 percent of students taking the high school comprehensive test scored at or above Achievement Level III in *reading* while 64.7 percent scored at or above Achievement Level III in *mathematics*.
- *Mean Scale Scores*. In these preliminary data, the high school comprehensive mean scale score in *reading* increased from 164.8 in 1998-99 to 165.0 in 1999-00. The high school comprehensive preliminary mean scale score in *mathematics* increased from 176.3 in 1998-99 to 177.5 in 1999-00.
- *Gender*. A higher percentage of females than males performed at Achievement Level III or above in reading and mathematics in these preliminary data. The percent of females at Achievement Level III or above in *reading* increased from 65.8 in 1998-99 to 66.8 in 1999-00. The percent of males at Achievement Level III or above in *reading* increased from 56.3 in 1998-99 to 56.6 in 1999-00. The percent of females at Achievement Level III or above in *mathematics* increased from 62.4 in 1998-99 to 66.3 in 1999-00. The percent of males at Achievement Level III or above in *mathematics* increased from 60.4 in 1998-99 to 63.1 in 1999-00.
- *Ethnicity*. Disparities in performance among subgroups were noted in these preliminary results. In *reading*, the Black (39.4%), American Indian (42.2%), and Hispanic (48.6%) subgroups had lower percentages performing at Achievement Level III or above than the Asian (58.1%), Multi-Racial (70.8%), and White (71.6%) subgroups. In *mathematics*, the Black (40.9%), American Indian (45.1%), and Hispanic (53.7%) subgroups had lower percentages performing at Achievement Level III or above than the Multi-Racial (66.3%), Asian (73.6%), and White (74.7%) subgroups in these preliminary data.

End-of-Course Findings

- Although statewide administrations of Algebra II, Chemistry, Geometry, Physical Science, and Physics were mandated for the 1998-99 and 1999-00 school years, comparisons for recent years prior to 1998-99 are not available.
- *Achievement Level III or Above*. Student performance at Achievement Level III or above in end-of-course tests increased in seven of the ten tests in these preliminary data. The comparison of results from 1998-99 to 1999-00 is as follows: Algebra I increased from 65.4% to 68.8%; Algebra II increased from 59.0 to 62.6%; Biology decreased from 57.7% to 57.5%; Chemistry increased from 60.4% to 62.0%; Economic, Legal, and Political Systems decreased from 67.4% to 67.3%; English I increased from 64.6% to 68.4%; Geometry increased from 58.3% to 60.0%; Physical Science increased from 55.6% to 57.0%; Physics increased from 72.1% to 72.9%; and U.S. History decreased from 51.0% to 46.97%.

- *Mean Scale Scores*. The preliminary mean scale score for Algebra I is 59.5; for Algebra II is 61.1; for Biology, 56.1; for Chemistry is 58.1; for Economic, Legal, and Political Systems is 55.1; for English I is 55.4; for Geometry is 59.1; for Physical Science is 54.9; for Physics is 57.1; and for U.S. History is 55.7.
- *Gender*. A higher percentage of females than males performed at Achievement Level III or above in Algebra I and English I in these preliminary data. More males than females scored at or above Achievement Level III on Algebra II; Biology; Chemistry; Economic, Legal, and Political Systems; Geometry; Physical Science; Physics; and U.S. History end-of-course testing.
- *Ethnicity*. Performance among subgroups varied while tending to be relatively consistent across subjects in these preliminary data. The Asian subgroup had the highest performance on Algebra I and Algebra II. On Biology; Chemistry; Economic, Legal, and Political Systems; English I; Geometry; Physical Science; Physics; and U.S. History, the White subgroup had the largest percentage scoring at Achievement Level III or above.

Students with Limited English Proficiency

- Among students meeting the limited English proficiency requirement, the highest average performance was on Algebra I, with 66.4 percent scoring at Achievement Level III or above. Performance on the other end-of-course test are as follows: Physics (65.8%); Algebra II (58.0%); Geometry (50.9%); Chemistry (48.7%); Economic, Legal, and Political Systems (31.3%); English I (23.8%); U.S. History (22.5%); Physical Science (20.5%); and Biology (19.5%) test results showed lower percentages of these students scoring at Achievement Level III or above in these preliminary data.

The 1999-00 Preliminary North Carolina State Testing Results

Grade 3 Pretest, End-of-Grade, High School Comprehensive, and End-of Course
Multiple-Choice Tests

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Introduction

The 1999-00 North Carolina State Testing Results document provides information on student performance at the state, regional, and school system levels on the following multiple-choice tests administered as components of the 1999-00 North Carolina Testing Program: grade 3 pretest (reading and mathematics), end-of-grade tests (grades 3-8 in reading and mathematics), high school comprehensive test (grade 10 in reading and mathematics), and end-of-course tests (high school subjects). The figures and tables in this document were generated using student test data from the grade 3 pretest fall 1999 test administration; the end-of-grade spring 2000 test administration; the high school comprehensive spring 2000 test administration; and the end-of-course summer 1999, fall 1999, and spring 2000 test administrations. These test data were generated from raw data files provided by each local education agency (LEA), including charter schools (Some minor duplication for end-of-course test data can occur when students re-take courses and, therefore, are required to re-take the test). Test data were reconciled with school systems' test data through June 30, 2000 (the cutoff for the 1999-00 school year reporting.)

The general focus of the *State Testing Results* is on student *performance* on multiple-choice tests administered during the 1999-00 school year. However, many data are reported across years in order to show gains in student performance. Student *performance* and *growth* are the key components of the State Board of Education's ABCs of Public Education school-level accountability program. School-level accountability results are found in the *State Report Card*, which is published annually.

State and system-level results contained within this document may be used to make grade-to-grade, subject-to-subject, and year-to-year comparisons. In addition, comparisons of developmental scale scores of cohort groups as they move through grades 3-8 in reading and mathematics can be made. A variety of statistical descriptions, test scores, and formats have been used to present the aggregate student data. Mean scores, the percent of students identified at the four achievement levels, and the percent of students identified as Achievement Level III or above on the grade 3 pretest, end-of-grade tests in grades 3-8, the high school comprehensive test, or end-of-course tests are also presented. Information in this document may be used as a reference for school systems and schools interested in making similar comparisons, analyses, and reports.

In addition to the summary statistics, this document contains disaggregated test results for subgroups for the grade 3 pretest, end-of-grade tests, high school comprehensive test, and end-of-course multiple-choice tests. The state-level goal summary reports serve as a curriculum reference of student performance on the curriculum goals across grades and subjects. These results represent average student performance on the curriculum competencies measured in the revised North Carolina *Standard Course of Study*. The frequency distributions provide state-level summary statistics for 1999-00.

End-of-course testing began as a part of the North Carolina Testing Program in 1985-86 with the first Algebra I administration. Other high school subject tests were added over time until 1994-95 when the program included eleven tests: Algebra I; Algebra II; Biology; Chemistry; Economic, Legal, and Political Systems (ELPS); English I; English II; Geometry; Physical Science; Physics; and U.S. History. In 1995-96 under the ABCs plan to reorganize public education in North Carolina, the testing program was reduced to include end-of-course tests in the areas of Algebra I, Biology, ELPS, English I, and U.S. History. For the 1999-00 school year, the following eleven end-of-course tests were mandated: Algebra I; Algebra II; Biology; Chemistry; Economic, Legal, and Political Systems (ELPS); English I; English II; Geometry; Physical Science; Physics; and U.S. History.

Curriculum-based end-of-grade testing was implemented initially in 1992-93 when more challenging assessment strategies replaced the California Achievement Tests (1978-92). During the 1999-00 school year, end-of-grade tests administered as a component of the statewide accountability program included reading and mathematics multiple-choice tests in grades 3 through 8.

The administration of the North Carolina Pretest-Grade 3 began in 1996-97. The High School Comprehensive Test began as a part of the North Carolina Testing Program in 1997-98.

The purpose of this publication is to provide a longitudinal, comprehensive compendium of test results from grade 3 pretest, end-of-grade tests in grades 3-8, high school comprehensive test, and end-of-course multiple-choice tests from 1991 to 2000 with a focus on reporting the performance for the 1999-00 school year. As the public schools of North Carolina continue to implement the ABCs of public education, the *State Testing Results,* using descriptive statistics, documents student performance and provides the reader an opportunity to develop an overall perspective on absolute student achievement in North Carolina.

Preliminary
Grade 3 Pretest Results

PRELIMINARY RESULTS

Table 1. 1996-97 to 1999-00 Grade 3 Pretest Multiple-Choice Results
Statewide Summary
Reading and Mathematics

	Reading		Mathematics	
	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV
	Mean Scale Score	Standard Deviation	Mean Scale Score	Standard Deviation
1996-97	94,551	65.3%	94,846	70.3%
	137.8	8.6	130.0	8.2
1997-98	99,583	65.3%	99,801	71.5%
	137.7	8.5	130.2	8.0
1998-99	98,296	67.5%	98,523	75.0%
	138.1	8.5	130.9	7.9
1999-00	102,038	69.8%	102,204	76.9%
	138.7	8.6	131.6	7.8

Note: Data received from LEAs after July 25, 2000 are not included in this table.

Table 2. 1996-97 to 1999-00 Grade 3 Pretest Multiple-Choice Results
Percent of Students at Each Achievement Level by Gender and Ethnicity
Reading

PRELIMINARY RESULTS

Achievement Levels		All Students	Female	Male	American Indian	Asian	Black	Hispanic	Multi-Racial	White
Level I Students performing at Achievement Level I do not have sufficient mastery of knowledge and skills in the subject area to be successful at the next grade level.	1997	11.3	8.8	13.7	17.6	8.4	17.4	16.0	12.2	8.2
	1998	11.3	8.9	13.7	17.8	7.3	17.5	17.9	10.5	7.9
	1999	10.1	7.7	12.3	15.0	7.5	15.2	14.0	8.2	7.3
	2000	9.1	7.1	11.1	13.4	7.5	13.8	14.1	8.0	6.4
Level II Students performing at Achievement Level II demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at the next grade level.	1997	23.4	20.6	26.2	31.7	18.7	32.3	33.9	23.1	18.8
	1998	23.4	20.8	25.9	30.4	19.6	32.2	30.6	21.9	18.7
	1999	22.4	19.9	24.8	31.8	19.3	30.7	31.1	20.5	17.8
	2000	21.1	18.3	23.7	29.8	19.5	28.8	28.4	19.3	16.6
Level III Students performing at Achievement Level III consistently demonstrate mastery of the grade level subject matter and skills and are well-prepared for the next grade level.	1997	39.5	41.5	37.5	39.0	40.7	39.0	36.8	43.2	39.7
	1998	40.1	42.4	37.8	39.7	42.1	39.2	38.7	41.6	40.5
	1999	41.2	42.6	39.8	39.5	39.1	41.7	41.1	42.6	41.0
	2000	41.3	42.7	39.8	40.9	38.2	43.3	42.0	43.1	40.2
Level IV Students performing at Achievement Level IV consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.	1997	25.8	29.1	22.7	11.7	32.2	11.3	13.4	21.5	33.3
	1998	25.3	27.9	22.7	12.1	31.1	11.1	12.8	25.9	32.8
	1999	26.3	29.8	23.1	13.8	34.0	12.4	13.9	28.6	33.9
	2000	28.5	31.9	25.4	15.9	34.7	14.1	15.4	29.7	36.8

Grade 3 Pretest Achievement Level Ranges - Reading

Level I	Level II	Level III	Level IV
119-127	128-132	133-144	145-162

Notes: Percents are rounded to the nearest tenth. Due to rounding, data may not add to 100%.
Data received from LEAs after July 25, 2000 are not included in this table.

Table 3. 1996-97 to 1999-00 Grade 3 Pretest Multiple-Choice Results Percent of Students at Each Achievement Level by Gender and Ethnicity Mathematics

PRELIMINARY RESULTS

Achievement Levels		All Students	Female	Male	American Indian	Asian	Black	Hispanic	Multi-Racial	White
Level I Students performing at Achievement Level I do not have sufficient mastery of knowledge and skills in the subject area to be successful at the next grade level.	1997	6.2	5.4	6.9	8.6	2.6	10.9	9.7	5.2	3.8
	1998	5.4	4.7	6.1	7.6	2.8	9.6	7.4	4.0	3.3
	1999	4.5	4.0	5.1	7.8	1.6	8.1	6.0	4.5	2.7
	2000	3.3	2.9	3.8	6.6	1.4	5.9	4.8	1.8	2.0
Level II Students performing at Achievement Level II demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at the next grade level.	1997	23.5	22.5	24.6	37.2	16.4	35.4	32.0	24.7	17.5
	1998	23.1	22.2	24.0	33.8	16.2	34.3	33.2	23.5	17.1
	1999	20.5	19.3	21.6	31.4	14.1	30.9	28.2	17.7	15.0
	2000	19.7	18.6	20.8	28.6	14.3	29.8	24.8	18.8	14.2
Level III Students performing at Achievement Level III consistently demonstrate mastery of the grade level subject matter and skills and are well-prepared for the next grade level.	1997	40.6	41.6	39.5	41.2	40.0	41.8	42.9	44.0	39.9
	1998	41.3	42.6	40.0	43.5	38.4	44.1	43.1	45.3	39.8
	1999	41.9	42.9	40.9	43.3	40.6	46.2	46.7	45.0	39.4
	2000	41.7	42.7	40.7	42.2	36.4	47.4	48.0	44.4	38.5
Level IV Students performing at Achievement Level IV consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.	1997	29.7	30.5	28.9	13.0	41.0	11.9	15.5	26.1	38.7
	1998	30.2	30.5	39.9	15.2	42.6	12.0	16.2	27.2	39.7
	1999	33.1	33.8	32.4	17.6	43.7	14.8	19.1	32.8	42.9
	2000	35.3	35.9	34.7	22.7	47.9	17.0	22.4	35.0	45.3

Grade 3 Pretest Achievement Level Ranges - Mathematics

Level I	Level II	Level III	Level IV
105-117	118-125	126-134	135-154

Notes Percents are rounded to the nearest tenth. Due to rounding, data may not add to 100%.
Data received from LEAs after July 25, 2000 are not included in this table.

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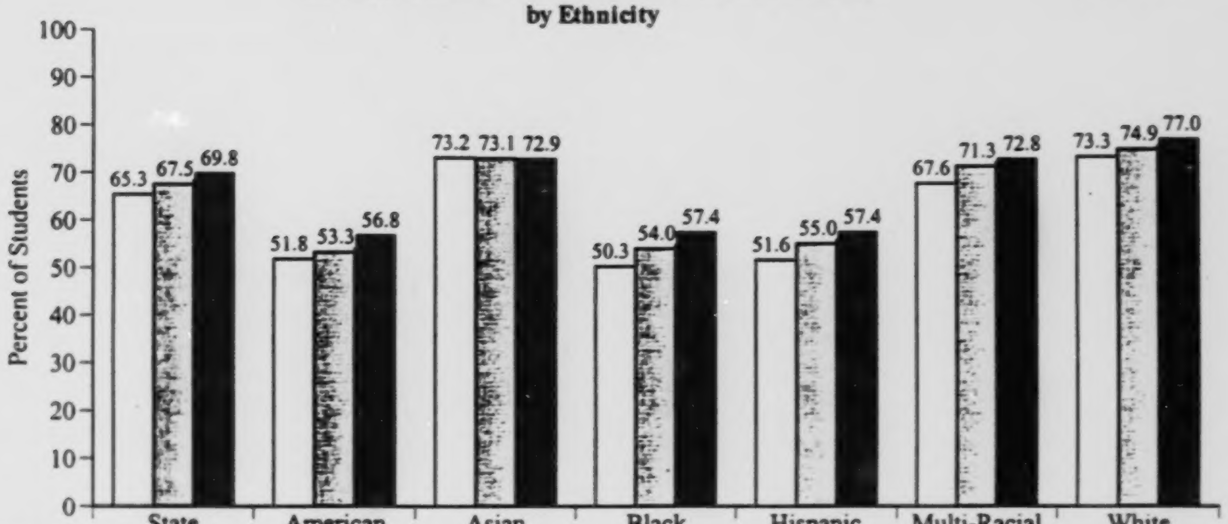
PRELIMINARY RESULTS

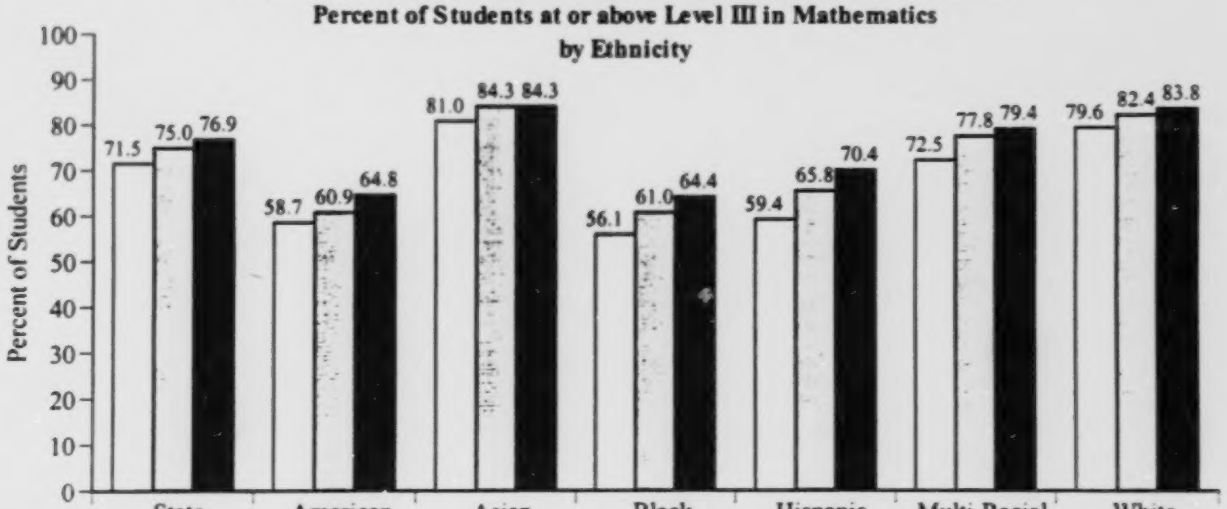
Figure 1. 1997-98 to 1999-00 Grade 3 Pretest Multiple-Choice Results Percent of Students at or above Level III in Reading by Ethnicity



	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
1997-98							
N Tested	99,583	1,482	1,375	30,610	2,440	752	62,708
N Level III, IV	65,068	768	1,006	15,396	1,258	508	45,982
1998-99							
N Tested	98,296	1,461	1,515	30,206	2,743	1,152	61,219
N Level III, IV	66,370	778	1,108	16,324	1,508	821	45,831
1999-00							
N Tested	102,038	1,596	1,593	31,435	3,586	1,527	62,128
N Level III, IV	71,218	907	1,162	18,036	2,059	1,111	47,828

☐ 1997-98 ▨ 1998-99 ■ 1999-00

Figure 2. 1997-98 to 1999-00 Grade 3 Pretest Multiple-Choice Results Percent of Students at or above Level III in Mathematics by Ethnicity



	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
1997-98							
N Tested	99,801	1,483	1,379	30,696	2,459	753	62,816
N Level III, IV	71,363	870	1,117	17,225	1,460	546	49,979
1998-99							
N Tested	98,523	1,470	1,516	30,316	2,759	1,155	61,307
N Level III, IV	73,868	895	1,278	18,490	1,816	899	50,490
1999-00							
N Tested	102,204	1,601	1,597	31,514	3,594	1,529	62,196
N Level III, IV	78,645	1,038	1,346	20,294	2,529	1,214	52,106

Notes: "N Tested" and "N Level III, IV" for the ethnicity categories do not sum to the "N Tested" and "N Level III, IV" for the state because some students did not report their ethnicity and therefore were reported in the state data only.

Data received from LEAs after July 25, 2000 are not included in these figures.

Table 4. 1999-00 Grade 3 Pretest Goal Summary Report

PRELIMINARY RESULTS

	Developmental Score Mean	Number of Observations*	# of Items	Percent Correct**
READING (Average of Averages)	138.7	102,144	28	
GOAL 1: Use strategies and processes that enhance control of communications skills development.				0
GOAL 2: Use language for the acquisition, interpretation, and application of information.			70	52.8
OBJ 2.1: Identify, collect or select information and ideas.			31	57.2
OBJ 2.2: Analyze, synthesize, and organize information and ideas and discover related ideas, concepts or generalizations.			33	50.5
OBJ 2.3: Apply, extend, and expand on information and concepts.			6	43.0
GOAL 3: Use language for critical analysis and evaluation.			14	35.5
MATHEMATICS (Average of Averages)	131.6	102,310	39	
Math Computation			15	86.6
Math Applications			103	55.3
GOAL 1: Identify and use numbers to 100 and beyond.			23	70.6
GOAL 2: Understanding and use of geometry.			9	71.6
GOAL 3: Understanding of classification, pattern, and seriation.			17	50.9
GOAL 4: Understand and use standard units of metric and customary measure.			18	58.8
GOAL 5: Use mathematical reasoning and solve problems.			18	39.3
GOAL 6: Understand data collection, display, and interpretation.			11	42.4
GOAL 7: Compute with whole numbers.			22	74.0

	A	B	C
NUMBER OF STUDENTS TAKING FORM	34,086	34,156	34,067

Notes: *"Number of Observations" includes students who attempted at least one item on the test.

**"Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective.

Data received from LEAs after August 9,2000 are not included in this table.

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PRELIMINARY RESULTS

Table 5. 1999-00 Grade 3 Pretest Distribution of Scale Scores-Reading

NUMBER OF STUDENTS WITH VALID SCORES*	102,144
MEAN	138.7
STANDARD DEVIATION	8.6
VARIANCE	74.2

HIGH SCORE	162
LOW SCORE	119

STATE PERCENTILES	SCALE SCORE
90	150.79
75	145.59
50 (MEDIAN)	138.49
25	130.91
10	127.69

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1997 STATE PERCENTILE
162	16	102144	0.02	100.00	99
160	72	102128	0.07	99.98	99
158	488	102056	0.48	99.91	99
157	495	101568	0.48	99.44	99
156	1191	101073	1.17	98.95	99
155	1594	99882	1.56	97.79	98
154	370	98288	0.36	96.22	97
153	2406	97918	2.36	95.86	96
152	2220	95512	2.17	93.51	94
151	1920	93292	1.88	91.33	92
150	1653	91372	1.62	89.45	90
149	3963	89719	3.88	87.84	88
148	2611	85756	2.56	83.96	85
147	1961	83145	1.92	81.40	83
146	5004	81184	4.90	79.48	79
145	3179	76180	3.11	74.58	76
144	2104	73001	2.06	71.47	73
143	5581	70897	5.46	69.41	70
142	3959	65316	3.88	63.95	65
141	4229	61357	4.14	60.07	62
140	1790	57128	1.75	55.93	59
139	4217	55338	4.13	54.18	56
138	4450	51121	4.36	50.05	52
137	1719	46671	1.68	45.69	49
136	4314	44952	4.22	44.01	46
135	4006	40638	3.92	39.79	42
134	1962	36632	1.92	35.86	40
133	3808	34670	3.73	33.94	37
132	1947	30862	1.91	30.21	34
131	5705	28915	5.59	28.31	30
130	3800	23210	3.72	22.72	25
129	5386	19410	5.27	19.00	20
128	4693	14024	4.59	13.73	14
127	5187	9331	5.08	9.14	8
126	2289	4144	2.24	4.06	4
125	332	1855	0.33	1.82	2
124	734	1523	0.72	1.49	1
123	417	789	0.41	0.77	1
122	198	372	0.19	0.36	1
121	79	174	0.08	0.17	1
120	37	95	0.04	0.09	1
LESS THAN 120	58	58	0.06	0.06	1

Notes: *Students with valid scores are those students who attempted at least one item on the test.
Data received from LEAs after August 9, 2000 are not included in this table

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**PRELIMINARY
RESULTS**

Table 6. 1999-00 Grade 3 Pretest Distribution of Scale Scores-Mathematics

NUMBER OF STUDENTS WITH VALID SCORES*	102,310
MEAN	131.6
STANDARD DEVIATION	7.8
VARIANCE	61.4

HIGH SCORE	154
LOW SCORE	106

STATE PERCENTILES	SCALE SCORE
90	141.99
75	136.90
50 (MEDIAN)	131.59
25	126.14
10	121.49

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1997 STATE PERCENTILE
154	11	102310	0.01	100.00	99
153	84	102299	0.08	99.99	99
151	404	102215	0.39	99.91	99
149	878	101811	0.86	99.51	99
147	1479	100933	1.45	98.65	99
146	584	99454	0.57	97.21	98
145	1603	98870	1.57	96.64	97
144	2637	97267	2.58	95.07	96
143	856	94630	0.84	92.49	94
142	3303	93774	3.23	91.66	92
141	2465	90471	2.41	88.43	91
140	3627	88006	3.55	86.02	88
139	2568	84379	2.51	82.47	86
138	2592	81811	2.53	79.96	83
137	4115	79219	4.02	77.43	80
136	4418	75104	4.32	73.41	76
135	4438	70686	4.34	69.09	72
134	4629	66248	4.52	64.75	68
133	4663	61619	4.56	60.23	64
132	6360	56956	6.22	55.67	60
131	4993	50596	4.88	49.45	55
130	3165	45603	3.09	44.57	50
129	6504	42438	6.36	41.48	46
128	4777	35934	4.67	35.12	41
127	4489	31157	4.39	30.45	36
126	3041	26668	2.97	26.07	32
125	4090	23627	4.00	23.09	28
124	3944	19537	3.85	19.10	25
123	3319	15593	3.24	15.24	21
122	2024	12274	1.98	12.00	17
121	1713	10250	1.67	10.02	14
120	2287	8537	2.24	8.34	12
119	1312	6250	1.28	6.11	9
118	1509	4938	1.47	4.83	7
117	389	3429	0.38	3.35	6
116	1060	3040	1.04	2.97	4
115	728	1980	0.71	1.94	3
114	326	1252	0.32	1.22	2
113	329	926	0.32	0.91	2
112	105	597	0.10	0.58	1
111	140	492	0.14	0.48	1
110	143	352	0.14	0.34	1
109	78	209	0.08	0.20	1
108	44	131	0.04	0.13	1
LESS THAN 108	87	87	0.09	0.09	1

Notes: *Students with valid scores are those students who attempted at least one item on the test.
Data received from LEAs after August 9, 2000 are not included in this table

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Preliminary
End-of-Grade Test Results

PRELIMINARY RESULTS

Figure 1. 1992-93 to 1999-00 End-of-Grade Multiple-Choice Test Results
Percent of Students at or above Level III in Both Reading and Mathematics
Grades 3-8 Combined

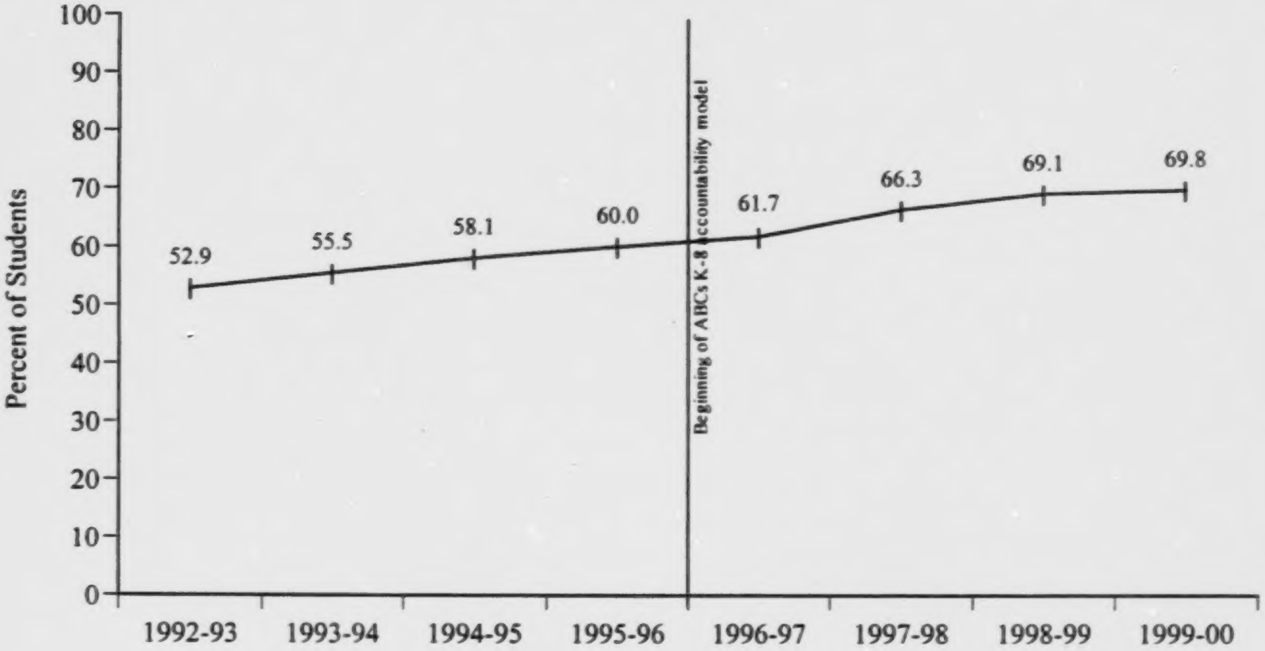
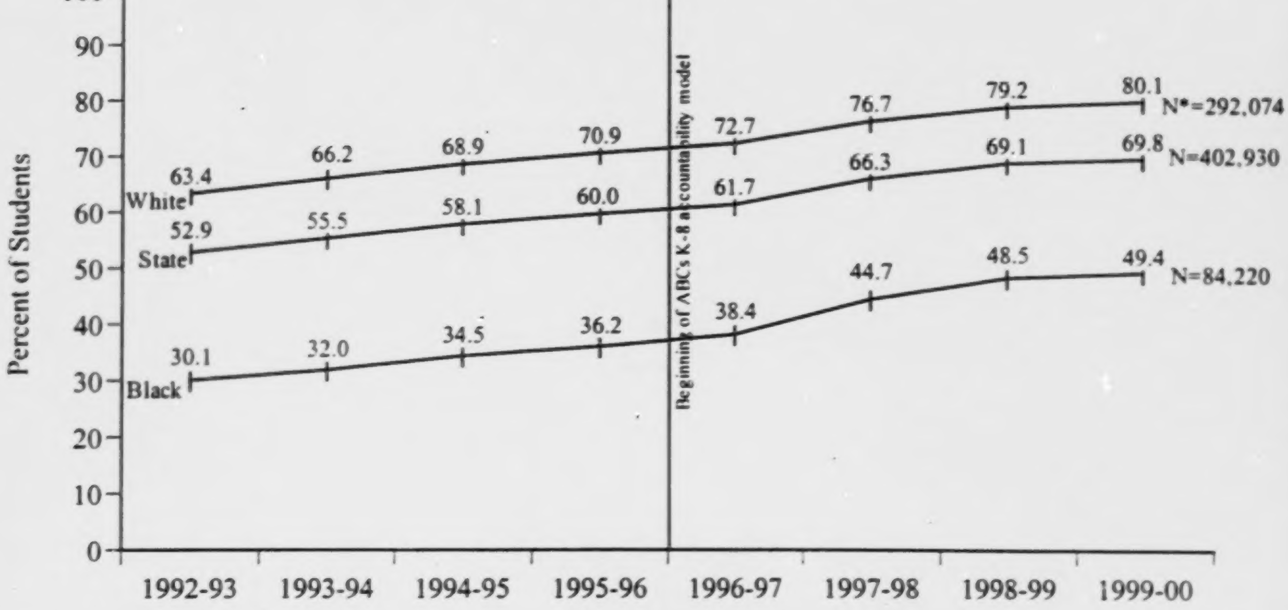


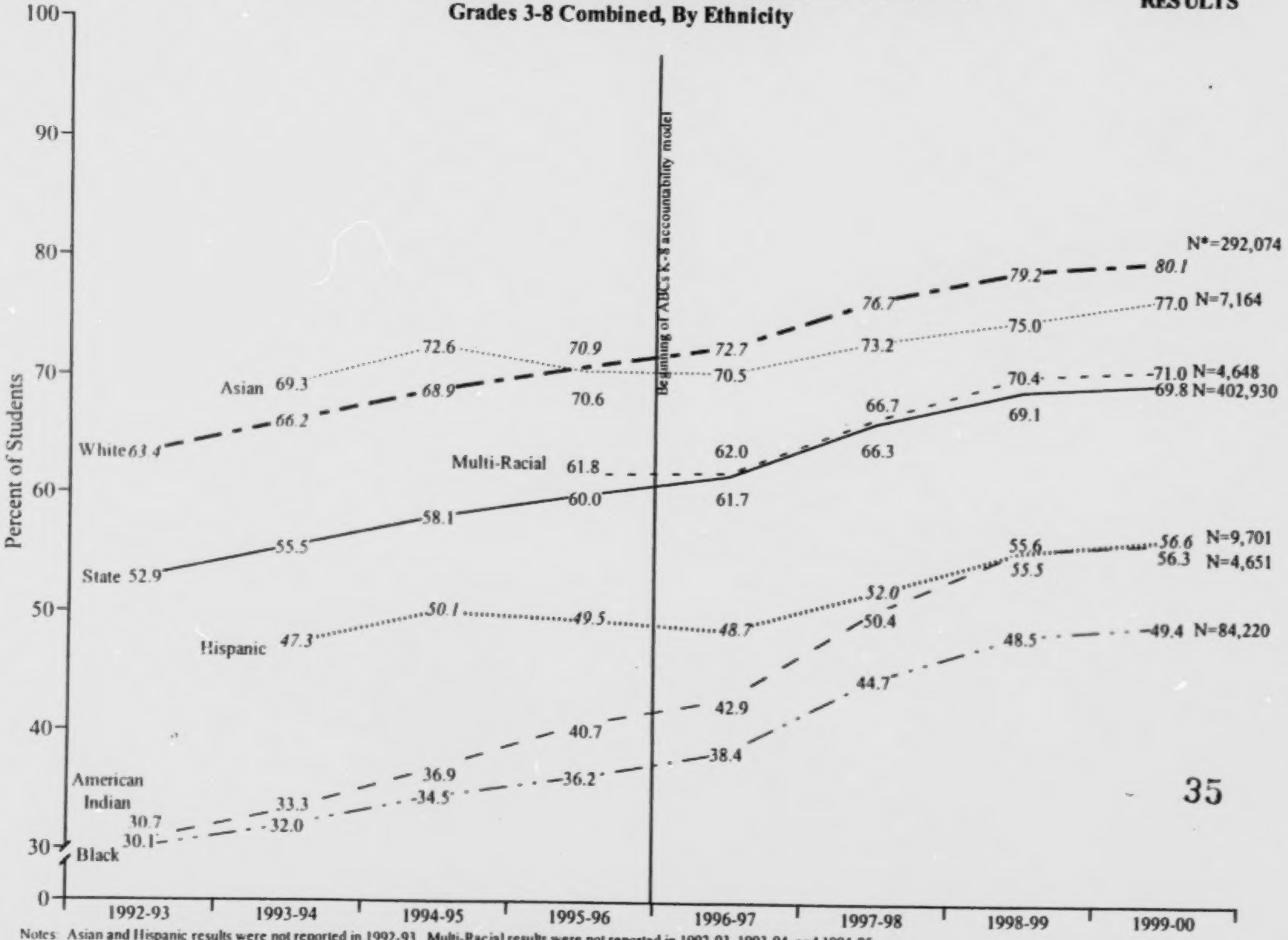
Figure 2. 1992-93 to 1999-00 End-of-Grade Multiple-Choice Test Results
Percent of Students at or above Level III in Both Reading and Mathematics
Grades 3-8 Combined for Black and White Students



Notes: The inclusion of Black and White ethnic groups in this figure reflects their status as the largest ethnic groups in the state.
*N equals the number of students at or above level III in both reading and mathematics for 1999-00. Previous years are comparable.
Data received from LEAs after July 25, 2000 are not included in these figures.

Figure 3. 1992-93 to 1999-00 End-of-Grade Multiple-Choice Test Results
Percent of Students at or above Level III in Both Reading and Mathematics
Grades 3-8 Combined, By Ethnicity

PRELIMINARY RESULTS



Notes: Asian and Hispanic results were not reported in 1992-93. Multi-Racial results were not reported in 1992-93, 1993-94, and 1994-95.
*N equals the number of students at or above Level III in both reading and mathematics for 1999-00. Previous years are comparable.
Data received from LEAs after July 25, 2000 are not included in this figure.

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Table 1. 1999-00 End-of-Grade Multiple-Choice Test Results
Statewide Summary
Reading and Mathematics

PRELIMINARY RESULTS

	Reading		Mathematics	
	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV
	Mean Scale Score	Standard Deviation	Mean Scale Score	Standard Deviation
Grade 3	101,065	74.4%	101,572	71.8%
	146.5	9.5	143.5	11.1
Grade 4	99,386	72.0%	99,922	84.4%
	149.8	9.5	152.9	10.1
Grade 5	98,034	79.1%	98,493	82.9%
	155.3	8.7	159.5	10.1
Grade 6	96,359	69.5%	96,578	81.0%
	156.3	9.8	165.1	11.2
Grade 7	93,895	75.1%	93,988	80.7%
	159.8	8.6	171.0	11.5
Grade 8	90,856	82.5%	90,924	80.5%
	162.7	8.1	175.3	11.9

Note: Data received from LEAs after July 25, 2000 are not included in this table.

Table 2. 1992-93 to 1999-00 End-of-Grade Multiple-Choice Test Results
Statewide Summary of Student Performance
Reading

PRELIMINARY RESULTS

	1992-93 Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV	1993-94 Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV	1994-95 Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV	1995-96 Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV	1996-97 Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV	1997-98 Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV	1998-99 Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV	1999-00 Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV
Grade 3	85,381	88,301	88,741	90,594	95,356	98,389	100,415	101,065
	142.7	142.8	143.4	143.8	144.1	145.7	146.4	146.5
	61.2%	60.4%	63.4%	64.8%	65.8%	71.6%	73.6%	74.4%
Grade 4	84,811	85,311	88,163	89,115	91,868	94,109	97,914	99,386
	147.1	147.9	147.6	148.7	148.4	149.3	149.5	149.8
	62.4%	65.8%	64.1%	69.4%	67.7%	70.9%	71.4%	72.0%
Grade 5	85,337	85,330	86,150	89,237	90,773	91,566	94,807	98,034
	151.5	151.7	152.4	152.1	153.0	154.3	154.3	155.3
	64.1%	65.5%	68.2%	66.5%	70.8%	75.2%	75.8%	79.1%
Grade 6	84,278	85,813	86,370	87,310	91,667	91,669	93,607	96,359
	154.0	154.4	154.5	155.3	155.6	155.8	156.7	156.3
	62.6%	65.1%	65.9%	67.8%	67.1%	70.0%	72.3%	69.5%
Grade 7	83,868	84,852	86,478	87,457	89,515	91,267	91,872	93,895
	157.0	157.3	158.0	157.9	158.2	159.0	159.9	159.8
	63.5%	64.2%	68.5%	66.9%	67.8%	71.1%	76.6%	75.1%
Grade 8	80,833	82,985	83,802	85,997	87,317	87,903	90,331	90,856
	158.7	159.7	160.1	160.0	160.9	161.9	162.3	162.7
	66.5%	71.0%	72.8%	72.7%	75.0%	79.5%	79.9%	82.5%

Note Data received from LEAs after July 25, 2000 are not included in this table

Table 3. 1992-93 to 1999-00 End-of-Grade Multiple-Choice Test Results
Statewide Summary of Student Performance
Mathematics

PRELIMINARY RESULTS

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00
	Number Tested	Number Tested	Number Tested	Number Tested	Number Tested	Number Tested	Number Tested	Number Tested
	Mean Scale	Mean Scale	Mean Scale	Mean Scale	Mean Scale	Mean Scale	Mean Scale	Mean Scale
	Students at Achievement Levels III, IV	Students at Achievement Levels III, IV	Students at Achievement Levels III, IV	Students at Achievement Levels III, IV	Students at Achievement Levels III, IV	Students at Achievement Levels III, IV	Students at Achievement Levels III, IV	Percent Students at Achievement Levels III, IV
Grade 3	85,026	88,414	88,845	90,710	95,608	98,844	100,911	101,572
	139.9	140.0	141.2	141.9	142.8	142.3	142.9	143.5
	60.6%	61.6%	65.1%	67.4%	70.2%	68.2%	70.0%	71.8%
Grade 4	84,453	85,363	88,230	89,172	92,064	94,499	98,393	99,922
	146.1	147.2	147.9	148.5	149.5	151.5	152.2	152.9
	64.1%	67.0%	68.5%	71.5%	74.6%	79.3%	82.7%	84.4%
Grade 5	84,999	85,384	86,159	89,261	90,930	91,927	95,258	98,493
	152.3	153.5	154.4	155.2	156.4	157.4	159.2	159.5
	59.7%	63.9%	66.5%	70.0%	73.1%	78.0%	82.4%	82.9%
Grade 6	83,683	85,850	86,395	87,320	91,720	91,802	93,841	96,578
	158.3	159.4	160.2	161.4	162.0	163.6	164.8	165.1
	61.3%	66.2%	67.6%	72.6%	72.7%	78.3%	81.1%	81.0%
Grade 7	83,143	84,768	86,439	87,490	89,526	91,368	92,000	93,988
	164.1	164.8	166.0	166.4	167.5	169.2	170.8	171.0
	60.0%	63.3%	67.1%	68.5%	70.8%	76.9%	82.4%	80.7%
Grade 8	80,032	82,793	83,576	86,006	87,390	87,978	90,397	90,924
	168.3	169.0	170.3	170.6	171.1	173.7	174.1	175.3
	61.9%	61.9%	67.6%	67.7%	68.9%	76.3%	77.6%	80.5%

Note Data received from LEAs after July 25, 2000 are not included in this table.

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Table 4. 1992-93 to 1999-00 End-of-Grade Multiple-Choice Test Results
Statewide Summary of Student Performance
Reading

PRELIMINARY RESULTS

	1992-93		1993-94		1994-95		1995-96	
	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV
	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I
Grade 3	85,381	61.2%	88,301	60.4%	88,741	63.4%	90,594	64.8%
	142.7	13.6%	142.8	13.9%	143.4	12.9%	143.8	11.3%
Std. Dev.	9.9		10.0		10.1		9.7	
Grade 4	84,811	62.4%	85,311	65.8%	88,163	64.1%	89,115	69.4%
	147.1	12.1%	147.9	10.1%	147.6	10.8%	148.7	9.0%
Std. Dev.	9.6		9.3		9.6		9.3	
Grade 5	85,337	64.1%	85,330	65.5%	86,150	68.2%	89,237	66.5%
	151.5	9.5%	151.7	9.8%	152.4	8.0%	152.1	8.9%
Std. Dev.	9.0		8.9		8.8		8.9	
Grade 6	84,278	62.6%	85,813	65.1%	86,370	65.9%	87,310	67.8%
	154.0	9.3%	154.4	9.2%	154.5	7.5%	155.3	8.8%
Std. Dev.	9.1		9.1		8.7		9.3	
Grade 7	83,868	63.5%	84,852	64.2%	86,478	68.5%	87,457	66.9%
	157.0	9.3%	157.3	9.6%	158.0	8.0%	157.9	8.5%
Std. Dev.	8.6		8.7		8.6		8.6	
Grade 8	80,833	66.5%	82,985	71.0%	83,802	72.8%	85,997	72.7%
	158.7	7.9%	159.7	6.0%	160.1	5.7%	160.0	5.5%
Std. Dev.	8.9		8.6		8.6		8.5	

Note: Data received from LEAs after July 25, 2000 are not included in this table.

Table 4. 1992-93 to 1999-00 End-of-Grade Multiple-Choice Test Results
Statewide Summary of Student Performance (continued)
Reading

PRELIMINARY RESULTS

	1996-97		1997-98		1998-99		1999-00	
	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV
	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I
Grade 3	95,356	65.8%	98,389	71.6%	100,415	73.6%	101,065	74.4%
	144.1	11.0%	145.7	8.6%	146.4	6.9%	146.5	6.2%
Std. Dev.	9.8		9.7		9.7		9.5	
Grade 4	91,868	67.7%	94,109	70.9%	97,914	71.4%	99,386	72.0%
	148.4	9.9%	149.3	7.9%	149.5	7.4%	149.8	7.0%
Std. Dev.	9.6		9.6		9.4		9.5	
Grade 5	90,773	70.8%	91,566	75.2%	94,807	75.8%	98,034	79.1%
	153.0	7.6%	154.3	6.1%	154.3	5.0%	155.3	4.4%
Std. Dev.	8.9		9.0		8.5		8.7	
Grade 6	91,667	67.1%	91,669	70.0%	93,607	72.3%	96,359	69.5%
	155.6	8.7%	155.8	7.3%	156.7	5.9%	156.3	6.9%
Std. Dev.	9.9		9.3		9.3		9.8	
Grade 7	89,515	67.8%	91,267	71.1%	91,872	76.6%	93,895	75.1%
	158.2	8.4%	159.0	7.4%	159.9	5.2%	159.8	6.1%
Std. Dev.	9.0		8.8		8.2		8.6	
Grade 8	87,317	75.0%	87,903	79.5%	90,331	79.9%	90,856	82.5%
	160.9	5.0%	161.9	3.4%	162.3	3.2%	162.7	2.9%
Std. Dev.	8.7		8.3		8.4		8.1	

Note Data received from LEAs after July 25, 2000 are not included in this table.

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Table 5. 1992-93 to 1999-00 End-of-Grade Multiple-Choice Test Results
Statewide Summary of Student Performance
Mathematics

PRELIMINARY RESULTS

	1992-93		1993-94		1994-95		1995-96	
	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV
	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I
Grade 3	85,026	60.6%	88,414	61.6%	88,845	65.1%	90,710	67.4%
	139.9	10.7%	140.0	10.9%	141.2	9.3%	141.9	7.9%
Std. Dev.	11.3		11.5		11.5		11.4	
Grade 4	84,453	64.1%	85,363	67.0%	88,230	68.5%	89,172	71.5%
	146.1	10.0%	147.2	8.8%	147.9	8.6%	148.5	7.2%
Std. Dev.	10.5		10.7		11.1		10.7	
Grade 5	84,999	59.7%	85,384	63.9%	86,159	66.5%	89,261	70.0%
	152.3	12.1%	153.5	10.6%	154.4	9.4%	155.2	8.5%
Std. Dev.	9.7		10.0		10.3		10.2	
Grade 6	83,683	61.3%	85,850	66.2%	86,395	67.6%	87,320	72.6%
	158.3	10.5%	159.4	9.6%	160.2	8.2%	161.4	7.0%
Std. Dev.	10.1		10.2		10.4		10.6	
Grade 7	83,143	60.0%	84,768	63.3%	86,439	67.1%	87,490	68.5%
	164.1	10.5%	164.8	11.5%	166.0	8.4%	166.4	9.0%
Std. Dev.	10.0		10.4		10.4		10.7	
Grade 8	80,032	61.9%	82,793	61.9%	83,576	67.6%	86,006	67.7%
	168.3	10.4%	169.0	10.1%	170.3	8.2%	170.6	8.8%
Std. Dev.	10.6		11.0		11.1		11.3	

Note. Data received from LEAs after July 25, 2000 are not included in this table.

Table 5. 1992-93 to 1999-00 End-of-Grade Multiple-Choice Test Results
Statewide Summary of Student Performance (continued)
Mathematics

PRELIMINARY RESULTS

	1996-97		1997-98		1998-99		1999-00	
	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV
	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I
Grade 3	95,608	70.2%	98,844	68.2%	100,911	70.0%	101,572	71.8%
	142.8	6.8%	142.3	7.0%	142.9	6.3%	143.5	5.6%
Std. Dev.	11.3		11.2		11.1		11.1	
Grade 4	92,064	74.6%	94,499	79.3%	98,393	82.7%	99,922	84.4%
	149.5	6.4%	151.5	4.0%	152.2	2.9%	152.9	2.1%
Std. Dev.	10.8		10.8		10.3		10.1	
Grade 5	90,930	73.1%	91,927	78.0%	95,258	82.4%	98,493	82.9%
	156.4	7.1%	157.4	5.8%	159.2	3.8%	159.5	3.8%
Std. Dev.	10.4		10.1		10.0		10.1	
Grade 6	91,720	72.7%	91,802	78.3%	93,841	81.1%	96,578	81.0%
	162.0	6.6%	163.6	5.0%	164.8	4.3%	165.1	4.1%
Std. Dev.	11.1		10.8		10.9		11.2	
Grade 7	89,526	70.8%	91,368	76.9%	92,000	82.4%	93,988	80.7%
	167.5	8.6%	169.2	5.4%	170.8	4.0%	171.0	4.5%
Std. Dev.	11.4		11.0		10.6		11.5	
Grade 8	87,390	68.9%	87,978	76.3%	90,397	77.6%	90,924	80.5%
	171.1	9.0%	173.7	5.4%	174.1	5.4%	175.3	4.9%
Std. Dev.	11.8		11.6		12.0		11.9	

Note Data received from LEAs after July 25, 2000 are not included in this table

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Table 6. End-of-Grade Multiple-Choice Tests
Achievement Level Ranges by Subject and Grade

Reading Developmental Scale Scores (set in 1993)

Grade	Level I	Level II	Level III	Level IV
3	114-130	131-140	141-150	151-172
4	118-134	135-144	145-155	156-179
5	124-138	139-148	149-158	159-182
6	124-140	141-151	152-161	162-183
7	126-144	145-154	155-163	164-183
8	132-144	145-155	156-165	166-187

Mathematics Developmental Scale Scores (set in 1993)

Grade	Level I	Level II	Level III	Level IV
3	98-124	125-137	138-149	150-173
4	111-131	132-142	143-155	156-182
5	117-140	141-149	150-160	161-188
6	130-145	146-154	155-167	168-196
7	134-151	152-160	161-172	173-203
8	137-154	155-164	165-177	178-208

Table 7. 1992-93 to 1999-00 End-of-Grade Multiple-Choice Test Results
Percent of Students at Each Achievement Level by Grade
Reading

PRELIMINARY RESULTS

Achievement Levels		*Grade 3*	*Grade 4*	*Grade 5*	*Grade 6*	*Grade 7*	*Grade 8*
Level I Students performing at Achievement Level I do not have sufficient mastery of knowledge and skills in the subject area to be successful at the next grade level.	**1993**	13.6	12.1	9.5	9.3	9.3	7.9
	1994	13.9	10.1	9.8	9.2	9.6	6.0
	1995	12.9	10.8	8.0	7.5	8.0	5.7
	1996	11.3	9.0	8.9	8.8	8.5	5.5
	1997	11.0	9.9	7.6	8.7	8.4	5.0
	1998	8.6	7.9	6.1	7.3	7.4	3.4
	1999	6.9	7.4	5.0	5.9	5.2	3.2
	2000	6.2	7.0	4.4	6.9	6.1	2.9
Level II Students performing at Achievement Level II demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at the next grade level.	**1993**	25.2	25.6	26.4	28.1	27.1	25.6
	1994	25.7	24.1	24.8	25.7	26.2	23.0
	1995	23.7	25.1	23.8	26.6	23.5	21.5
	1996	23.9	21.6	24.6	23.5	24.7	21.8
	1997	23.2	22.4	21.6	24.2	23.8	20.0
	1998	19.8	21.2	18.8	22.7	21.4	17.2
	1999	19.5	21.2	19.3	21.8	18.2	16.9
	2000	19.4	21.0	16.6	23.6	18.9	14.6
Level III Students performing at Achievement Level III consistently demonstrate mastery of the grade level subject matter and skills and are well-prepared for the next grade level.	**1993**	38.5	41.2	39.7	39.8	39.4	42.5
	1994	36.1	44.0	41.8	41.3	38.9	44.2
	1995	37.2	41.6	41.3	43.3	40.6	43.7
	1996	37.9	44.8	41.3	40.4	39.4	45.8
	1997	37.6	42.9	41.4	37.3	36.4	43.6
	1998	36.3	41.5	40.4	39.3	39.0	43.7
	1999	36.7	43.8	43.1	39.7	41.2	43.1
	2000	38.0	42.4	41.0	36.6	39.3	43.8
Level IV Students performing at Achievement Level IV consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.	**1993**	22.7	21.2	24.4	22.8	24.1	24.0
	1994	24.3	21.8	23.7	23.8	25.3	26.8
	1995	26.2	22.6	26.9	22.6	27.8	29.1
	1996	26.9	24.6	25.3	27.4	27.4	26.8
	1997	28.3	24.8	29.4	29.7	31.4	31.4
	1998	35.3	29.4	34.8	30.7	32.2	35.8
	1999	36.9	27.6	32.7	32.7	35.4	36.8
	2000	36.4	29.7	38.1	32.9	35.8	38.6

Notes: Percents are rounded to the nearest tenth.
Due to rounding, data for some grades in certain years may not add to 100%.
Data received from LEAs after July 25, 2000 are not included in this table.

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Table 8. 1992-93 to 1999-00 End-of-Grade Multiple-Choice Test Results
Percent of Students at Each Achievement Level by Grade
Mathematics

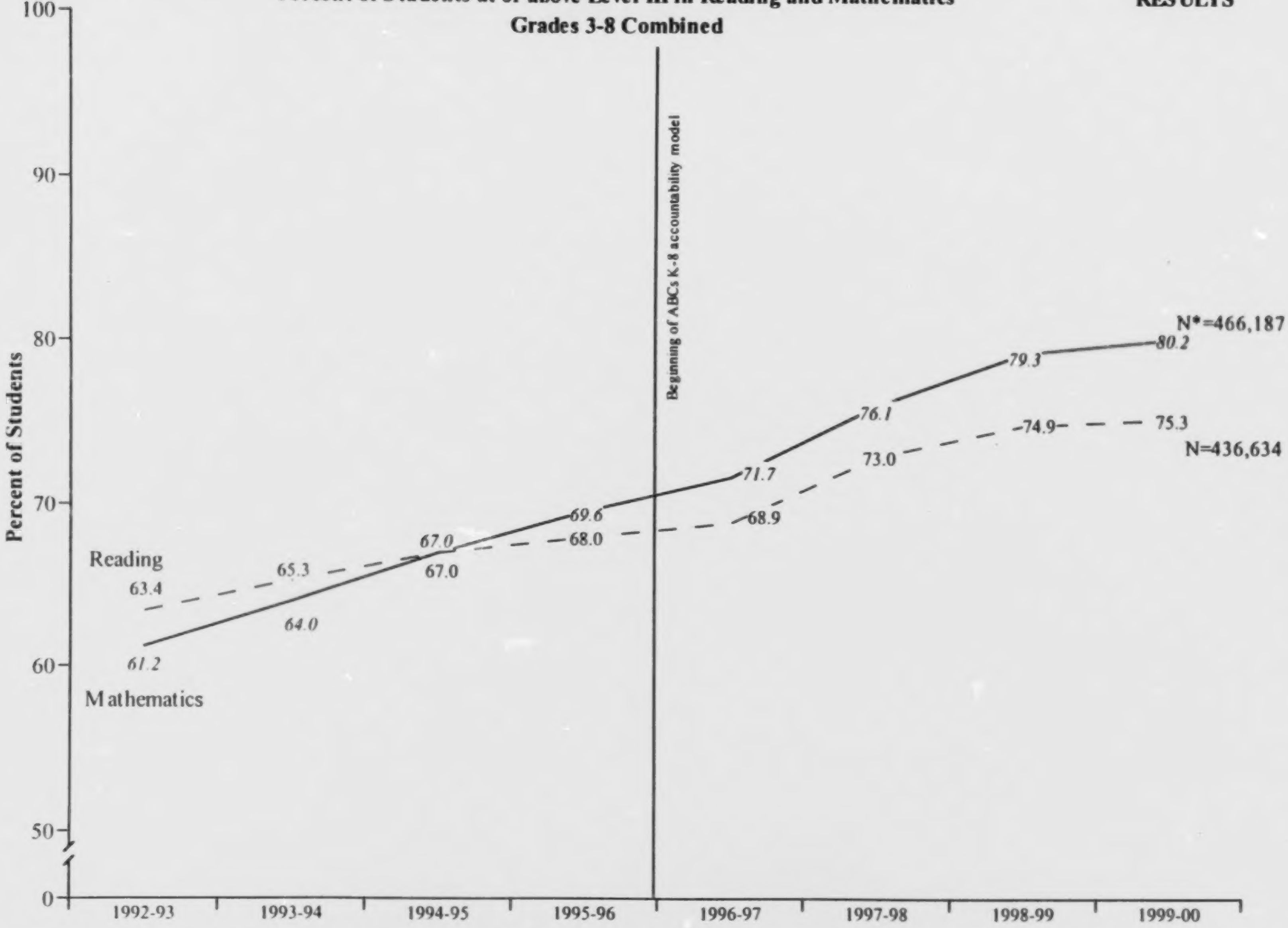
PRELIMINARY RESULTS

Achievement Levels		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Level I Students performing at Achievement Level I do not have sufficient mastery of knowledge and skills in the subject area to be successful at the next grade level.	1993	10.7	10.0	12.1	10.5	10.5	10.4
	1994	10.9	8.8	10.6	9.6	11.5	10.1
	1995	9.3	8.6	9.4	8.2	8.4	8.2
	1996	7.9	7.2	8.5	7.0	9.0	8.8
	1997	6.8	6.4	7.1	6.6	8.6	9.0
	1998	7.0	4.0	5.8	5.0	5.4	5.4
	1999	6.3	2.9	3.8	4.3	4.0	5.4
	2000	5.6	2.1	3.8	4.1	4.5	4.9
Level II Students performing at Achievement Level II demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at the next grade level.	1993	28.6	25.9	28.2	28.2	29.5	27.7
	1994	27.5	24.1	25.5	24.3	25.3	28.1
	1995	25.6	22.9	24.1	24.1	24.5	24.2
	1996	24.7	21.3	21.5	20.5	22.5	23.5
	1997	23.0	19.1	19.8	20.7	20.6	22.1
	1998	24.8	16.8	16.1	16.7	17.7	18.3
	1999	23.7	14.4	13.7	14.6	13.6	17.0
	2000	22.6	13.4	13.3	14.9	14.8	14.6
Level III Students performing at Achievement Level III consistently demonstrate mastery of the grade level subject matter and skills and are well-prepared for the next grade level.	1993	39.5	44.0	38.3	41.7	38.0	41.1
	1994	39.7	43.2	37.7	43.9	38.3	38.4
	1995	39.7	41.3	37.3	42.5	38.6	40.1
	1996	39.7	43.6	38.0	43.0	38.8	38.7
	1997	39.6	41.9	36.2	40.5	36.9	38.4
	1998	39.8	41.7	37.8	40.7	38.3	37.6
	1999	40.2	43.0	35.5	39.8	37.4	37.9
	2000	40.0	43.8	34.3	38.1	35.1	36.4
Level IV Students performing at Achievement Level IV consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.	1993	21.2	20.1	21.4	19.5	22.0	20.8
	1994	21.9	23.8	26.2	22.3	25.0	23.5
	1995	25.4	27.2	29.2	25.1	28.5	27.5
	1996	27.7	28.0	32.0	29.6	29.7	29.1
	1997	30.7	32.7	36.8	32.2	34.0	30.5
	1998	28.4	37.6	40.2	37.7	38.6	38.7
	1999	29.8	39.6	46.9	41.3	45.0	39.7
	2000	31.8	40.7	48.6	42.8	45.6	44.1

Notes Percents are rounded to the nearest tenth
Due to rounding, data for some grades in certain years may not add to 100%
Data received from LEAs after July 25, 2000 are not included in this table

Figure 4. 1992-93 to 1999-00 End-of-Grade Multiple-Choice Test Results
Percent of Students at or above Level III in Reading and Mathematics
Grades 3-8 Combined

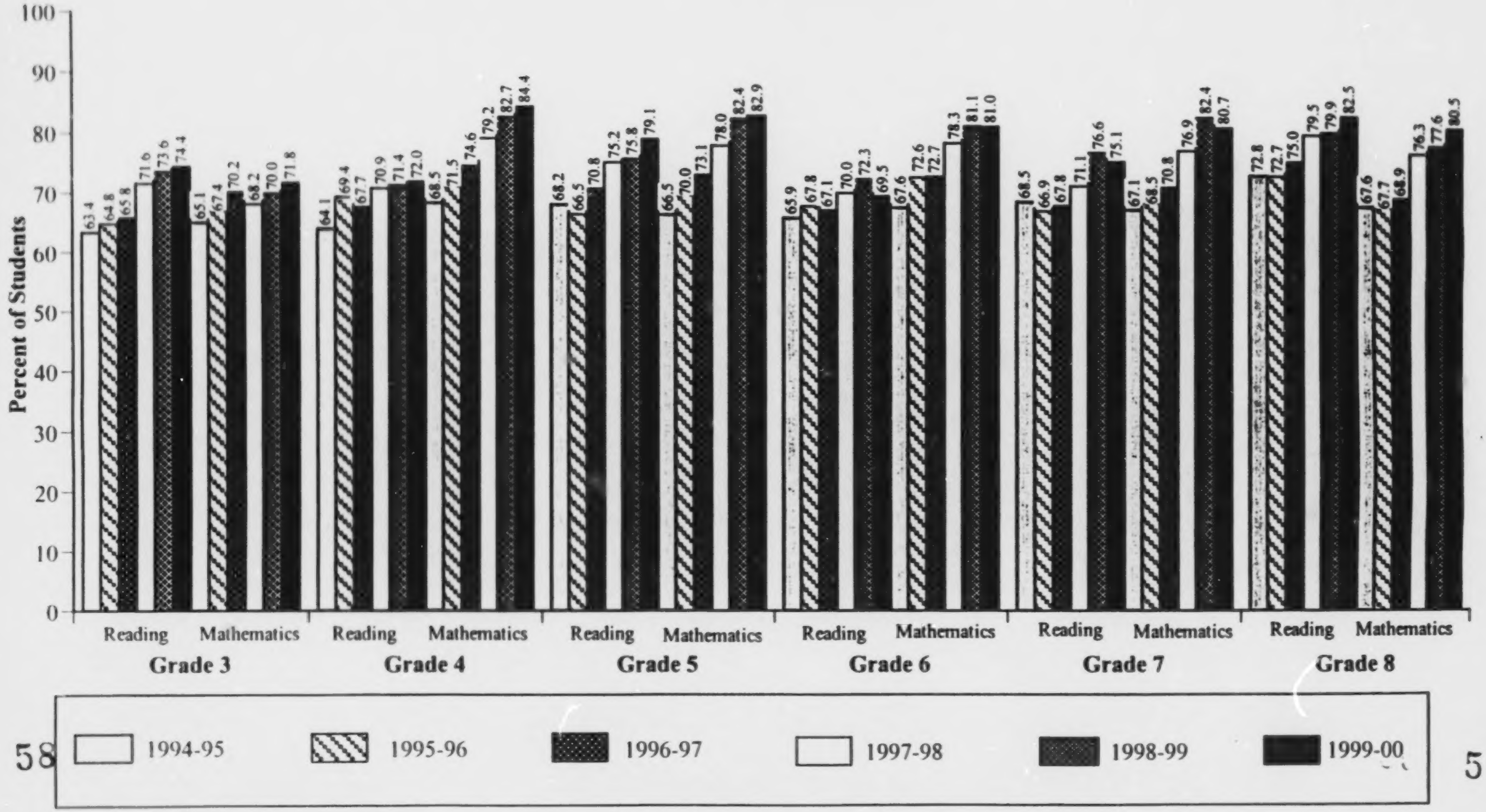
PRELIMINARY RESULTS



Notes: *N equals the number of students at or above Level III in reading and mathematics for 1999-00. Previous years are comparable.
Data received from LEAs after July 25, 2000 are not included in this figure.

PRELIMINARY RESULTS

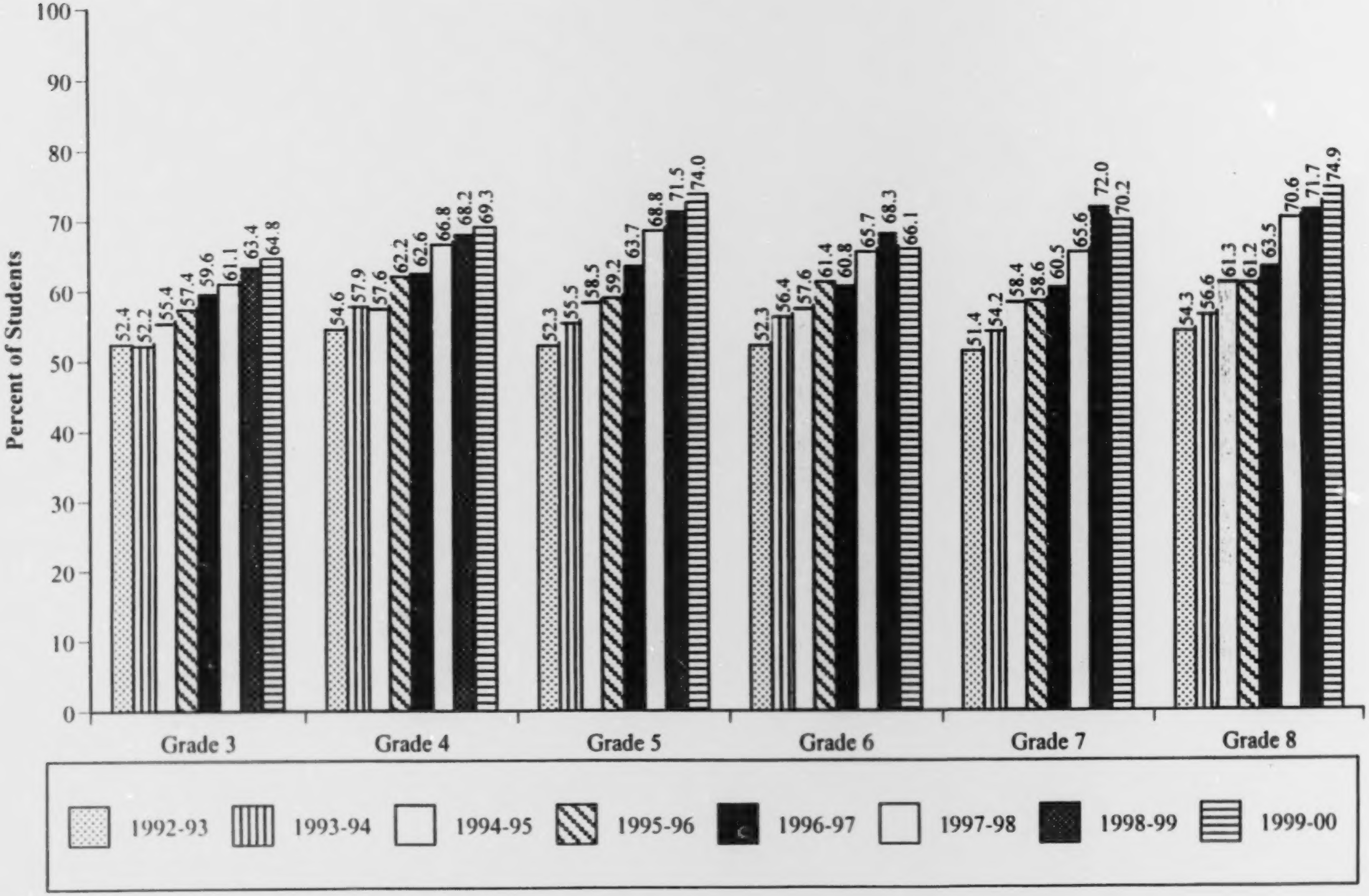
Figure 5. 1994-95 to 1999-00 End-of-Grade Multiple-Choice Test Results
Percent of Students at or above Level III in Reading and Mathematics
Grades 3-8



Note Data received from LEAs after July 25, 2000 are not included in this figure

Figure 6. 1992-93 to 1999-00 End-of-Grade Multiple-Choice Test Results
Percent of Students at or above Level III in Both Reading and Mathematics
Grades 3-8

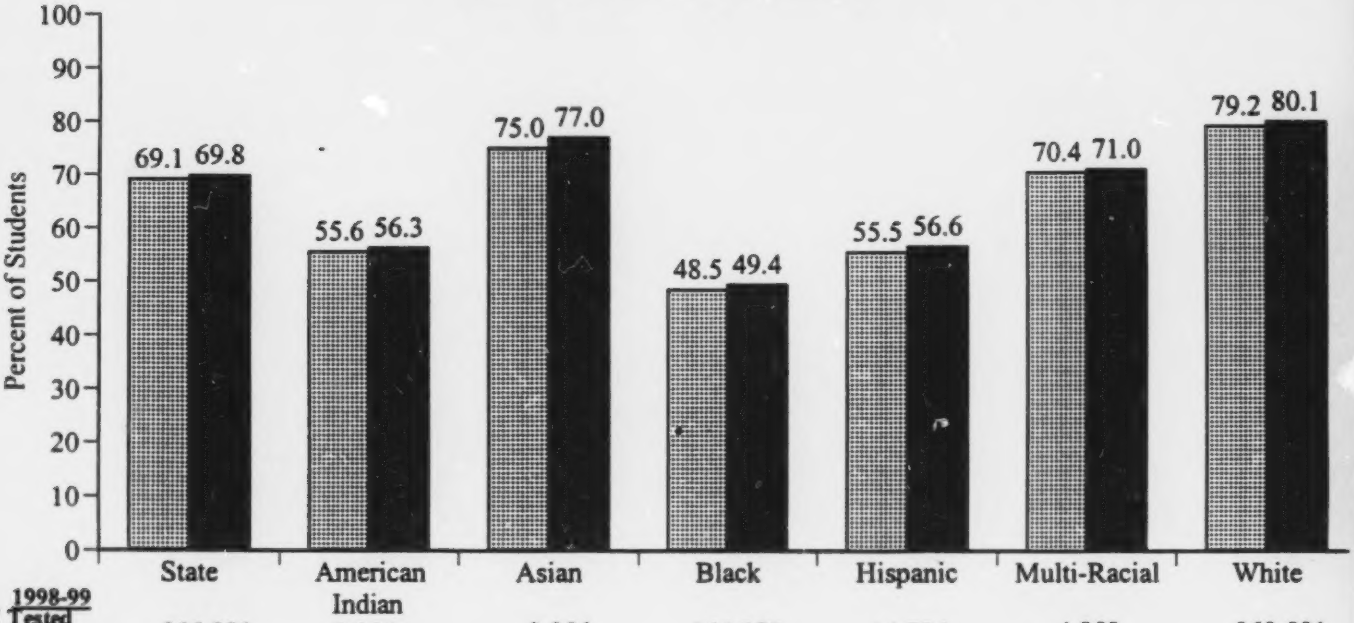
PRELIMINARY RESULTS



Note: Data received from LEAs after July 25, 2000 are not included in this figure

Figure 7. 1998-99 to 1999-00 End-of-Grade Multiple-Choice Test Results Percent of Students at or above Level III in Both Reading and Mathematics Grades 3-8 Combined, by Ethnicity

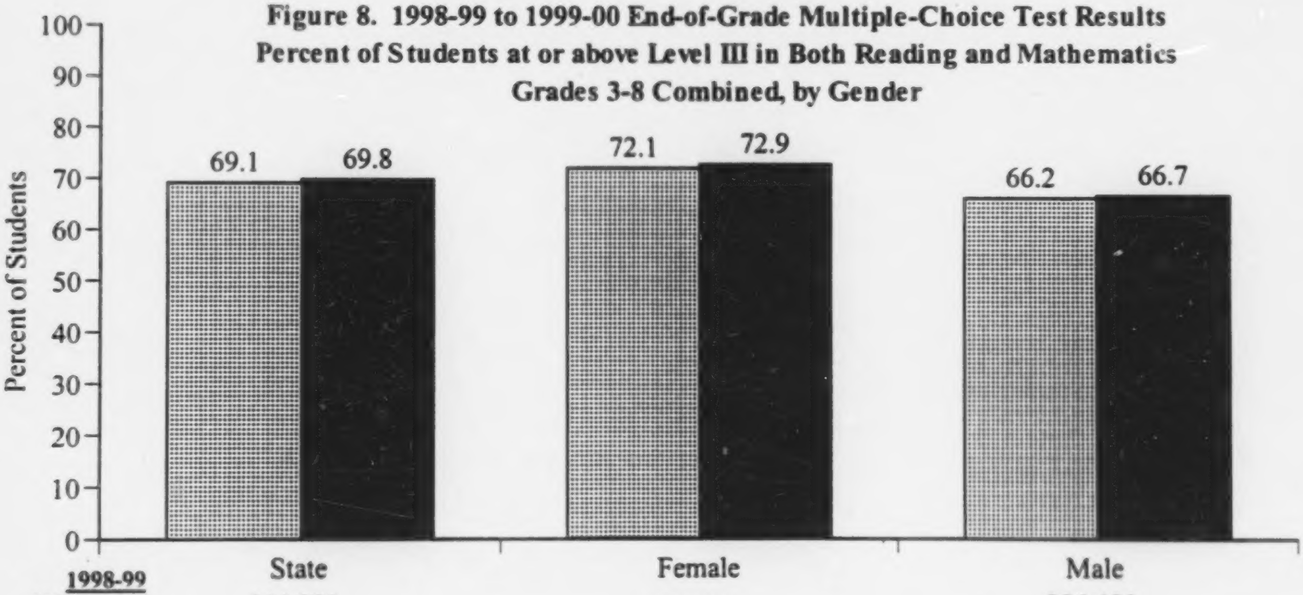
PRELIMINARY RESULTS



	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
1998-99							
N Tested	566,993	8,096	9,056	166,370	14,736	4,952	363,591
N Level III, IV	391,666	4,504	6,791	80,712	8,182	3,488	287,883
1999-00							
N Tested	577,264	8,268	9,308	170,578	17,132	6,548	364,602
N Level III, IV	402,930	4,651	7,164	84,220	9,701	4,648	292,074

▨ 1998-99 ■ 1999-00

Figure 8. 1998-99 to 1999-00 End-of-Grade Multiple-Choice Test Results Percent of Students at or above Level III in Both Reading and Mathematics Grades 3-8 Combined, by Gender



	State	Female	Male
1998-99			
N Tested	566,993	280,521	286,430
N Level III, IV	391,666	202,171	189,474
1999-00			
N Tested	577,264	285,849	291,395
N Level III, IV	402,930	208,449	194,469

Notes: "N Tested" and "N Level III, IV" for the ethnicity and gender categories do not sum to the "N Tested" and "N Level III, IV" for the state because some students did not indicate their ethnicity and/or gender and therefore were reported in the state data only.
Data received from LEAs after July 25, 2000 are not included in these figures.

Table 9. 1999-00 End-of-Grade Multiple-Choice Test Results
Performance of Students with Special Needs
Grades 3-8

PRELIMINARY RESULTS

Grade	Category	Number Tested	Percent[1]	Percent at or above Level III[2]	Average Scale Score Reading	Average Scale Score Mathematics
3	All Students	101,065	100.0	64.8	146.5	143.5
	Not Exceptional	82,965	82.1	66.4	146.7	143.5
	Academically Gifted	6,439	6.4	99.2	157.7	157.0
	Students with Disabilities	13,206	13.1			
	Behaviorally-Emotionally Handicapped	676	0.7	26.8	137.4	133.2
	Hearing Impaired	138	0.1	39.7	140.1	138.5
	Educable Mentally Handicapped	565	0.6	5.9	131.9	125.4
	Specific Learning Disabled	6,149	6.1	29.1	137.5	136.8
	Speech-Language Impaired	2,483	2.5	54.5	143.8	140.9
	Visually Impaired	60	0.1	51.7	143.6	141.0
	Other Health Impaired	1,256	1.2	31.4	139.2	135.2
	Orthopedically Impaired	46	0.0	37.0	141.5	135.5
	Traumatic Brain Injured	24	0.0	*	*	*
	Other Exceptional Classification	249	0.2	37.9	140.9	137.0
	Section 504	1,560	1.5	45.7	142.0	139.1
	Limited English Proficient	1,766	1.7	36.5	139.3	137.7
	Not Served by Title I	57,210	56.6	72.1	148.2	145.5
	Schoolwide Title I Program	38,647	38.2	56.8	144.5	141.3
	Targeted Assistance	4,301	4.3	41.5	141.4	138.0
	Migrant	679	0.7	51.8	143.1	140.6
Grade 4	All Students	99,386	100.0	69.3	149.8	152.9
	Not Exceptional	73,126	73.7	68.8	148.9	151.8
	Academically Gifted	14,362	14.5	99.4	160.8	164.9
	Students with Disabilities	13,657	13.8			
	Behaviorally-Emotionally Handicapped	818	0.8	26.7	140.6	142.5
	Hearing Impaired	124	0.1	46.7	143.3	148.0
	Educable Mentally Handicapped	564	0.6	3.8	134.8	135.3
	Specific Learning Disabled	6,952	7.0	33.0	141.3	145.9
	Speech-Language Impaired	1,550	1.6	52.3	145.8	148.9
	Visually Impaired	47	0.0	50.0	146.5	147.4
	Other Health Impaired	1,384	1.4	38.5	142.8	144.4
	Orthopedically Impaired	46	0.0	56.8	147.1	146.3
	Traumatic Brain Injured	20	0.0	*	*	*
	Other Exceptional Classification	279	0.3	46.6	144.2	147.6
	Section 504	1,873	1.9	51.7	145.8	148.7
	Limited English Proficient	1,407	1.4	37.6	141.9	147.3
	Not Served by Title I	58,673	59.0	75.8	151.4	154.6
	Schoolwide Title 1 Program	36,866	37.1	61.2	147.6	150.7
	Targeted Assistance	3,121	3.1	43.0	144.2	147.8
	Migrant	673	0.7	55.6	146.0	150.5

Notes: *No scores are reported for groups with fewer than thirty students

[1] Percent for "Not Exceptional" through "Other Exceptional Classifications" is based on the sum of the students in those categories. Percent for "Section 504" through "Migrant" is based on the number tested in the "All Students" category

[2] The standard for grade-level proficiency is a test score at Level III or above on end-of-grade tests in reading and mathematics

The "All Students" and "Not Exceptional" categories are shown for the purpose of comparison

"Not Exceptional", "Academically Gifted", and "Students with Disabilities" do not sum to "All Students" because some students did not indicate whether or not they were classified exceptional

All data rounded to the nearest tenth, therefore exceptional categories may not sum to 100%

"Number Tested" is the number of students who took the end-of-grade test in reading

Data received from LEAs after July 25, 2000 are not included in this table

Table 9. 1999-00 End-of-Grade Multiple-Choice Test Results
Performance of Students with Special Needs
Grades 3-8

PRELIMINARY RESULTS

Grade	Category	Number Tested	Percent[1]	Percent at or above Level III[2]	Average Scale Score Reading	Average Scale Score Mathematics
5	All Students	98,034	100.0	74.0	155.3	159.5
	Not Exceptional	70,558	72.0	74.1	154.5	158.3
	Academically Gifted	15,862	16.2	99.7	164.8	171.4
	Students with Disabilities	13,524	13.8			
	Behaviorally-Emotionally Handicapped	870	0.9	29.5	147.0	148.1
	Hearing Impaired	121	0.1	45.8	150.0	153.5
	Educable Mentally Handicapped	637	0.6	4.2	140.3	141.6
	Specific Learning Disabled	7,396	7.5	38.0	147.3	151.9
	Speech-Language Impaired	791	0.8	57.4	151.0	154.8
	Visually Impaired	48	0.0	56.3	150.9	154.4
	Other Health Impaired	1,381	1.4	41.9	149.2	150.9
	Orthopedically Impaired	60	0.1	34.5	148.8	148.3
	Traumatic Brain Injured	31	0.0	19.4	147.2	148.6
	Other Exceptional Classification	248	0.3	51.6	149.8	154.3
	Section 504	1,941	2.0	55.0	151.2	154.5
	Limited English Proficient	1,213	1.2	39.9	147.3	153.0
	Not Served by Title1	59,515	60.7	79.2	156.7	161.1
	Schoolwide Title 1 Program	34,991	35.7	67.0	153.4	157.4
	Targeted Assistance	2,660	2.7	50.9	150.4	154.1
	Migrant	670	0.7	57.3	151.0	155.2
Grade 6	All Students	96,359	100.0	66.1	156.3	165.1
	Not Exceptional	69,417	72.0	64.9	155.3	163.7
	Academically Gifted	15,561	16.1	99.3	167.3	178.7
	Students with Disabilities	12,805	13.3			
	Behaviorally-Emotionally Handicapped	1,071	1.1	21.5	146.3	152.6
	Hearing Impaired	141	0.1	30.2	147.3	156.7
	Educable Mentally Handicapped	822	0.9	1.4	139.9	147.3
	Specific Learning Disabled	7,311	7.6	28.4	147.3	156.4
	Speech-Language Impaired	340	0.4	40.0	150.5	158.9
	Visually Impaired	40	0.0	65.0	156.1	163.3
	Other Health Impaired	1,388	1.4	31.5	148.8	155.5
	Orthopedically Impaired	40	0.0	42.1	150.5	155.2
	Traumatic Brain Injured	25	0.0	*	*	*
	Other Exceptional Classification	200	0.2	32.7	149.1	158.0
	Section 504	1,427	1.5	46.4	152.1	160.1
	Limited English Proficient	976	1.0	28.6	146.9	158.2
	Not Served by Title1	78,332	81.3	68.2	156.8	165.7
	Schoolwide Title 1 Program	15,315	15.9	58.2	154.2	162.7
	Targeted Assistance	1,878	1.9	40.9	151.0	159.2
	Migrant	328	0.3	40.4	149.3	159.3

Notes: *No scores are reported for groups with fewer than thirty students.

[1] Percent for "Not Exceptional" through "Other Exceptional Classifications" is based on the sum of the students in those categories.
Percent for "Section 504" through "Migrant" is based on the number tested in the "All Students" category.

[2] The standard for grade-level proficiency is a test score at Level III or above on end-of-grade tests in reading and mathematics.
The "All Students" and "Not Exceptional" categories are shown for the purpose of comparison.

"Not Exceptional", "Academically Gifted", and "Students with Disabilities" do not sum to "All Students" because some students did not indicate whether or not they were classified exceptional.

All data rounded to the nearest tenth, therefore exceptional categories may not sum to 100%.

"Number Tested" is the number of students who took the end-of-grade test in reading.

Data received from LEAs after July 25, 2000 are not included in this table.

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Table 9. 1999-00 End-of-Grade Multiple-Choice Test Results
Performance of Students with Special Needs
Grades 3-8

PRELIMINARY RESULTS

Grade	Category	Number Tested	Percent[1]	Percent at or above Level III[2]	Average Scale Score Reading	Average Scale Score Mathematics
7	All Students	93,895	100.0	70.2	159.8	171.0
	Not Exceptional	67,810	72.2	70.0	159.1	169.5
	Academically Gifted	15,256	16.2	99.5	168.9	185.1
	Students with Disabilities	12,202	13.0			
	Behaviorally-Emotionally Handicapped	1,047	1.1	23.1	150.2	157.8
	Hearing Impaired	126	0.1	46.8	153.8	164.8
	Educable Mentally Handicapped	883	0.9	3.0	144.7	152.9
	Specific Learning Disabled	6,921	7.4	32.2	151.6	162.1
	Speech-Language Impaired	233	0.2	37.1	153.0	163.2
	Visually Impaired	42	0.0	50.0	154.2	163.4
	Other Health Impaired	1,291	1.4	35.1	153.0	161.5
	Orthopedically Impaired	47	0.1	44.7	155.4	161.7
	Traumatic Brain Injured	30	0.0	23.3	150.5	158.9
	Other Exceptional Classification	202	0.2	37.8	153.2	163.4
	Section 504	1,380	1.5	50.9	156.2	166.4
	Limited English Proficient	913	1.0	28.8	150.9	162.8
	Not Served by Title1	77,747	82.8	72.2	160.2	171.6
	Schoolwide Title 1 Program	13,915	14.8	61.5	157.8	168.2
	Targeted Assistance	1,651	1.8	50.3	155.7	165.5
	Migrant	258	0.3	47.3	154.3	165.4
Grade 8	All Students	90,856	100.0	74.9	162.7	175.3
	Not Exceptional	66,852	73.6	75.7	162.1	173.9
	Academically Gifted	14,220	15.7	99.7	171.5	189.5
	Students with Disabilities	11,043	12.2			
	Behaviorally-Emotionally Handicapped	997	1.1	20.6	152.2	160.0
	Hearing Impaired	121	0.1	45.3	157.2	168.4
	Educable Mentally Handicapped	945	1.0	2.9	147.1	155.6
	Specific Learning Disabled	6,201	6.8	38.1	154.8	165.8
	Speech-Language Impaired	145	0.2	41.7	155.6	167.4
	Visually Impaired	36	0.0	66.7	160.1	172.8
	Other Health Impaired	1,077	1.2	37.9	155.7	164.4
	Orthopedically Impaired	37	0.0	40.5	158.5	165.8
	Traumatic Brain Injured	26	0.0	*	*	*
	Other Exceptional Classification	194	0.2	46.6	156.8	167.1
	Section 504	1,264	1.4	56.2	159.1	170.1
	Limited English Proficient	876	1.0	34.6	153.1	165.9
	Not Served by Title1	74,751	82.3	76.7	163.1	175.9
	Schoolwide Title 1 Program	13,612	15.0	67.2	160.7	172.4
	Targeted Assistance	1,555	1.7	60.5	159.4	170.3
	Migrant	386	0.4	54.7	157.8	170.5

Notes: *No scores are reported for groups with fewer than thirty students

[1] Percent for "Not Exceptional" through "Other Exceptional Classifications" is based on the sum of the students in those categories. Percent for "Section 504" through "Migrant" is based on the number tested in the "All Students" category.

[2] The standard for grade-level proficiency is a test score at Level III or above on end-of-grade tests in reading and mathematics.

The "All Students" and "Not Exceptional" categories are shown for the purpose of comparison.

"Not Exceptional", "Academically Gifted", and "Students with Disabilities" do not sum to "All Students" because some students did not indicate whether or not they were classified exceptional.

All data rounded to the nearest tenth, therefore exceptional categories may not sum to 100%.

"Number Tested" is the number of students who took the end-of-grade test in reading.

Data received from LEAs after July 25, 2000 are not included in this table.

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Table 10. 1999-00 End-of-Grade Multiple-Choice Test Results
Performance of Students Using Accommodations
Grades 3-8

PRELIMINARY RESULTS

Grade	Category	Number Tested	Percent	Percent at or above Level III[1]	Average Scale Score Reading	Average Scale Score Mathematics
3	All Students	101,065	100.0	64.8	146.5	143.5
	Braille Edition	6	0.0	*	*	*
	Large Print	73	0.2	47.9	142.2	140.2
	Assistive Technology	54	0.2	42.6	140.9	139.3
	Braille Writer	3	0.0	*	*	*
	Cranmer Abacus	6	0.0	*	*	*
	Dictation to Scribe	160	0.5	25.2	137.8	134.6
	Interpreter Signs Test	17	0.0	*	*	*
	Magnification Devices	38	0.1	55.3	146.7	142.1
	Student Marks in Test Book	5,892	16.6	29.9	137.9	135.9
	Test Administrator Reads Test Aloud	7,583	21.4	23.2	135.9	135.1
	Use of Typewriter or Word Processor	3	0.0	*	*	*
	Hospital/Home Testing	10	0.0	*	*	*
	Multiple Test Sessions	2,884	8.1	29.5	138.0	135.6
	Scheduled Extended Time	9,503	26.8	29.6	137.8	136.0
	Testing in a Separate Room	9,116	25.7	27.4	137.3	135.5
	English/Native Language Dictionary/Electronic Translator	68	0.2	46.3	140.2	139.4
	Approved AR-99**	1	0.0	*	*	*

Grade						
4	All Students	99,386	100.0	69.3	149.8	152.9
	Braille Edition	9	0.0	*	*	*
	Large Print	62	0.2	39.3	143.6	146.0
	Assistive Technology	40	0.1	35.0	143.7	146.8
	Braille Writer	7	0.0	*	*	*
	Cranmer Abacus	6	0.0	*	*	*
	Dictation to Scribe	245	0.7	33.3	141.6	144.5
	Interpreter Signs Test	12	0.0	*	*	*
	Magnification Devices	52	0.1	63.5	146.7	150.1
	Student Marks in Test Book	5,711	15.3	33.1	141.4	145.0
	Test Administrator Reads Test Aloud	7,670	20.6	23.3	139.1	143.9
	Use of Typewriter or Word Processor	6	0.0	*	*	*
	Hospital/Home Testing	7	0.0	*	*	*
	Multiple Test Sessions	2,959	7.9	34.0	141.5	145.2
	Scheduled Extended Time	10,542	28.3	33.2	141.5	145.3
	Testing in a Separate Room	9,834	26.4	31.1	141.0	144.8
	English/Native Language Dictionary/Electronic Translator	87	0.2	41.4	142.2	148.5
	Approved AR-99**	2	0.0	*	*	*

Notes: *No scores are reported for groups with fewer than thirty students.

**The AR-99 code represents the number of students with disabilities who received NCDPI approval to use special accommodations.
Accommodations are available for students with disabilities, limited English proficiency, or temporary disabilities.
All data rounded to the nearest tenth, therefore accommodation categories may not sum to 100%.
Data received from LEAs after July 25, 2000 are not included in this table.

PRELIMINARY RESULTS

Table 10. 1999-00 End-of-Grade Multiple-Choice Test Results
Performance of Students Using Accommodations (continued)
Grades 3-8

Grade	Category	Number Tested	Percent	Percent at or above Level III[1]	Average Scale Score Reading	Average Scale Score Mathematics
5	All Students	98,034	100.0	74.0	155.3	159.5
	Braille Edition	6	0.0	*	*	*
	Large Print	59	0.2	58.6	151.0	155.2
	Assistive Technology	27	0.1	*	*	*
	Braille Writer	4	0.0	*	*	*
	Cranmer Abacus	5	0.0	*	*	*
	Dictation to Scribe	130	0.4	37.2	147.7	151.5
	Interpreter Signs Test	22	0.1	*	*	*
	Magnification Devices	34	0.1	61.8	152.6	157.3
	Student Marks in Test Book	5,324	14.8	36.5	147.3	151.1
	Test Administrator Reads Test Aloud	7,267	20.2	26.5	145.0	149.6
	Use of Typewriter or Word Processor	2	0.0	*	*	*
	Hospital/Home Testing	9	0.0	*	*	*
	Multiple Test Sessions	2,778	7.7	36.2	147.3	151.0
	Scheduled Extended Time	10,537	29.3	36.6	147.3	151.2
	Testing in a Separate Room	9,688	26.9	33.7	146.7	150.6
	English/Native Language Dictionary/Electronic Translator	86	0.2	39.5	147.2	153.3
	Approved AR-99**	7	0.0	*	*	*

Grade						
6	All Students	96,359	100.0	66.1	156.3	165.1
	Braille Edition	11	0.0	*	*	*
	Large Print	49	0.2	55.1	153.5	161.0
	Assistive Technology	24	0.1	*	*	*
	Braille Writer	21	0.1	*	*	*
	Cranmer Abacus	8	0.0	*	*	*
	Dictation to Scribe	99	0.3	34.7	149.1	157.1
	Interpreter Signs Test	31	0.1	25.8	145.9	159.9
	Magnification Devices	42	0.1	73.8	157.9	167.0
	Student Marks in Test Book	3,659	12.2	26.6	147.2	155.6
	Test Administrator Reads Test Aloud	6,032	20.1	14.9	143.9	153.5
	Use of Typewriter or Word Processor	7	0.0	*	*	*
	Hospital/Home Testing	22	0.1	*	*	*
	Multiple Test Sessions	1,817	6.1	24.0	146.5	155.0
	Scheduled Extended Time	9,730	32.5	25.4	146.7	155.3
	Testing in a Separate Room	8,176	27.3	21.4	145.8	154.4
	English/Native Language Dictionary/Electronic Translator	213	0.7	26.2	147.3	159.0
	Approved AR-99**	6	0.0	*	*	*

Notes: *No scores are reported for groups with fewer than thirty students.

**The AR-99 code represents the number of students with disabilities who received NCDPI approval to use special accommodations.
Accommodations are available for students with disabilities, limited English proficiency, or temporary disabilities.
All data rounded to the nearest tenth, therefore accommodation categories may not sum to 100%.
Data received from LEAs after July 25, 2000 are not included in this table.

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Table 10. 1999-00 End-of-Grade Multiple-Choice Test Results
Performance of Students Using Accommodations (continued)
Grades 3-8

Grade	Category	Number Tested	Percent	Percent at or above Level III[1]	Average Scale Score Reading	Average Scale Score Mathematics
7	All Students	93,895	100.0	70.2	159.8	171.0
	Braille Edition	1	0.0	*	*	*
	Large Print	52	0.2	50.0	154.4	165.6
	Assistive Technology	21	0.1	*	*	*
	Braille Writer	0	0.0	*	*	*
	Cranmer Abacus	0	0.0	*	*	*
	Dictation to Scribe	101	0.4	28.3	150.0	160.8
	Interpreter Signs Test	21	0.1	*	*	*
	Magnification Devices	13	0.0	*	*	*
	Student Marks in Test Book	2,694	9.9	29.5	151.2	161.1
	Test Administrator Reads Test Aloud	5,269	19.3	16.0	147.9	158.6
	Use of Typewriter or Word Processor	14	0.1	*	*	*
	Hospital/Home Testing	30	0.1	48.3	155.3	164.0
	Multiple Test Sessions	1,548	5.7	22.8	149.9	160.0
	Scheduled Extended Time	9,623	35.2	28.6	150.9	160.9
	Testing in a Separate Room	7,678	28.1	23.1	149.8	159.7
	English/Native Language Dictionary/Electronic Translator	252	0.9	24.7	149.7	161.4
	Approved AR-99**	16	0.1	*	*	*
Grade 8	All Students	90,856	100.0	74.9	162.7	175.3
	Braille Edition	4	0.0	*	*	*
	Large Print	39	0.2	59.0	159.2	172.4
	Assistive Technology	13	0.1	*	*	*
	Braille Writer	4	0.0	*	*	*
	Cranmer Abacus	1	0.0	*	*	*
	Dictation to Scribe	77	0.3	30.7	153.8	163.9
	Interpreter Signs Test	25	0.1	*	*	*
	Magnification Devices	14	0.1	*	*	*
	Student Marks in Test Book	2,120	9.0	32.0	153.7	164.3
	Test Administrator Reads Test Aloud	4,473	18.9	18.7	150.6	161.7
	Use of Typewriter or Word Processor	15	0.1	*	*	*
	Hospital/Home Testing	45	0.2	29.5	155.1	161.6
	Multiple Test Sessions	1,357	5.7	25.7	152.8	162.7
	Scheduled Extended Time	8,592	36.4	32.0	153.7	164.1
	Testing in a Separate Room	6,564	27.8	25.9	152.5	162.7
	English/Native Language Dictionary/Electronic Translator	261	1.1	29.7	151.8	164.4
	Approved AR-99**	2	0.0	*	*	*

Notes: *No scores are reported for groups with fewer than thirty students.

**The AR-99 code represents the number of students with disabilities who received NCDPI approval to use special accommodations.

Accommodations are available for students with disabilities, limited English proficiency, or temporary disabilities.

All data rounded to the nearest tenth, therefore accommodation categories may not sum to 100%.

Data received from LEAs after July 25, 2000 are not included in this table.

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PRELIMINARY RESULTS

Table 11. 1999-00 End-of-Grade Multiple-Choice Test Results
Characteristics and Performance of Grade 3 Students

	N	Percent	Percent at or above Level III in both Reading and Mathematics	Average Scale Score **Reading**	Average Scale Score **Mathematics**
All Students	101,065	100.0	64.8	146.5	143.5
Gender					
Male	51,289	50.8	62.7	145.7	143.5
Female	49,771	49.2	67.0	147.4	143.5
Ethnic Group					
American Indian	1,501	1.5	52.4	143.0	140.5
Asian	1,325	1.3	72.7	148.1	147.1
Black	30,948	30.8	43.7	142.0	137.6
Hispanic	3,183	3.2	52.9	143.1	140.8
Multi-Racial	1,615	1.6	66.7	147.2	143.8
White	61,776	61.5	76.2	149.0	146.6
Other	25	0.0	*	*	*
Parental Education					
Did not finish high school	11,388	11.4	36.6	139.9	136.4
High school graduate	42,366	42.4	56.0	144.2	140.9
Some Additional after H.S.	8,860	8.9	68.4	147.1	144.0
Trade or business school	3,556	3.6	69.9	147.2	144.0
Community college	9,529	9.5	74.3	148.3	145.6
Four year college	20,126	20.1	87.2	152.2	150.0
Graduate school	4,150	4.2	92.9	154.8	153.2
Hours Watching TV (each school day)					
None	9,249	9.2	53.8	144.5	140.7
1 hour	36,447	36.3	66.4	147.0	144.0
2 hours	21,087	21.0	69.5	147.5	145.0
3 hours	13,650	13.6	69.2	147.3	144.6
Between 4 and 5 hours	9,589	9.6	67.6	146.9	144.1
More than 6 hours	10,258	10.2	52.9	143.5	140.1
Hours of Homework (per week)					
None assigned	3,383	3.4	35.2	139.9	135.4
1 hour or less	35,561	35.4	63.5	146.0	142.8
1 to 3 hours	28,197	28.1	69.6	147.7	144.9
More than 3, less than 5 hours	15,007	14.9	69.8	147.9	145.3
Between 5-10 hours	11,578	11.5	70.3	147.9	145.5
More than 10 hours	4,515	4.5	60.9	145.4	142.3
Assigned but not done	2,246	2.2	22.4	137.1	132.3
Days Absent (so far this year)					
0-7 days	72,181	71.7	67.1	147.0	144.2
8-14 days	21,129	21.0	62.2	145.8	142.5
15-21 days	5,312	5.3	54.2	144.2	140.4
More than 21 days	1,979	2.0	42.9	141.7	136.9

Notes "N" is the number of students who took the end-of-grade test in reading
*No scores are reported for groups with fewer than thirty students
Data received from LEAs after July 25, 2000 are not included in this table

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PRELIMINARY RESULTS

Table 12. 1999-00 End-of-Grade Multiple-Choice Test Results
Characteristics and Performance of Grade 4 Students

	N	Percent	Percent at or above Level III in both Reading and Mathematics	Average Scale Score **Reading**	Average Scale Score **Mathematics**
All Students	99,386	100.0	69.3	149.8	152.9
Gender					
Male	50,620	50.9	66.2	149.0	152.8
Female	48,752	49.1	72.4	150.6	153.0
Ethnic Group					
American Indian	1,390	1.4	57.6	146.5	150.1
Asian	1,643	1.7	75.7	151.3	157.0
Black	29,653	29.8	48.9	144.8	147.3
Hispanic	3,164	3.2	57.0	146.2	150.2
Multi-Racial	1,323	1.3	71.6	150.1	152.7
White	62,184	62.6	79.6	152.3	155.6
Other	14	0.0	*	*	*
Parental Education					
Did not finish high school	10,314	10.5	39.8	142.8	146.0
High school graduate	41,512	42.2	61.1	147.3	150.4
Some Additional after H.S.	8,429	8.6	72.8	150.1	153.0
Trade or business school	3,953	4.0	73.0	150.4	153.5
Community college	9,475	9.6	77.8	151.3	154.5
Four year college	20,277	20.6	89.5	155.4	158.7
Graduate school	4,440	4.5	95.0	158.7	162.2
Hours Watching TV (each school day)					
None	6,634	6.7	61.6	148.6	151.4
1 hour	32,306	32.7	71.1	150.4	153.4
2 hours	23,767	24.1	74.5	151.1	154.3
3 hours	15,863	16.1	72.1	150.2	153.5
Between 4 and 5 hours	10,844	11.0	68.5	149.1	152.4
More than 6 hours	9,311	9.4	52.2	145.5	148.3
Hours of Homework (per week)					
None assigned	1,875	1.9	40.0	142.7	145.4
1 hour or less	33,032	33.4	63.9	148.2	151.0
1 to 3 hours	33,916	34.3	73.7	150.8	153.9
More than 3, less than 5 hours	14,342	14.5	74.7	151.5	154.9
Between 5-10 hours	11,140	11.3	76.0	151.9	155.5
More than 10 hours	3,362	3.4	66.3	149.0	152.3
Assigned but not done	1,218	1.2	23.0	139.5	142.2
Days Absent (so far this year)					
0-7 days	71,229	72.0	71.4	150.3	153.6
8-14 days	20,357	20.6	66.6	149.1	151.9
15-21 days	5,214	5.3	59.4	147.5	149.8
More than 21 days	2,101	2.1	49.5	145.5	147.2

Notes "N" is the number of students who took the end-of-grade test in reading
*No scores are reported for groups with fewer than thirty students
Data received from LEAs after July 25, 2000 are not included in this table

PRELIMINARY RESULTS

Table 13. 1999-00 End-of-Grade Multiple-Choice Test Results
Characteristics and Performance of Grade 5 Students

	N	Percent	Percent at or above Level III in both Reading and Mathematics	Average Scale Score **Reading**	Average Scale Score **Mathematics**
All Students	98,034	100.0	74.0	155.3	159.5
Gender					
Male	48,987	50.0	71.1	154.7	159.3
Female	49,042	50.0	76.9	156.0	159.8
Ethnic Group					
American Indian	1,351	1.4	58.9	151.5	155.4
Asian	1,643	1.7	81.8	156.7	163.9
Black	29,091	29.7	55.9	150.9	154.3
Hispanic	3,004	3.1	61.7	152.0	156.3
Multi-Racial	1,079	1.1	76.5	155.9	159.5
White	61,846	63.1	83.2	157.6	162.2
Other	16	0.0	*	*	*
Parental Education					
Did not finish high school	10,318	10.6	46.4	149.0	152.6
High school graduate	39,325	40.5	66.1	153.0	156.9
Some Additional after H.S.	8,228	8.5	77.9	155.7	159.6
Trade or business school	4,001	4.1	78.3	155.7	159.9
Community college	9,597	9.9	82.5	157.0	161.2
Four year college	20,812	21.4	91.5	160.2	165.2
Graduate school	4,863	5.0	95.8	163.0	168.7
Hours Watching TV (each school day)					
None	4,471	4.6	67.0	154.6	158.6
1 hour	26,740	27.4	75.7	156.1	160.4
2 hours	25,086	25.7	79.1	156.6	161.0
3 hours	18,701	19.2	77.2	155.7	159.9
Between 4 and 5 hours	13,096	13.4	72.1	154.4	158.5
More than 6 hours	9,394	9.6	56.0	151.1	154.6
Hours of Homework (per week)					
None assigned	1,276	1.3	41.6	148.5	151.3
1 hour or less	29,187	29.9	66.2	153.3	157.0
1 to 3 hours	38,933	39.9	77.7	156.0	160.2
More than 3, less than 5 hours	14,352	14.7	79.9	157.1	162.0
Between 5-10 hours	10,566	10.8	82.9	157.9	163.0
More than 10 hours	2,314	2.4	72.5	155.1	160.2
Assigned but not done	957	1.0	28.8	145.8	148.7
Days Absent (so far this year)					
0-7 days	68,835	70.5	76.3	155.8	160.3
8-14 days	20,654	21.2	72.0	154.9	158.7
15-21 days	5,757	5.9	64.7	153.3	156.5
More than 21 days	2,374	2.4	53.2	151.1	153.5

Notes "N" is the number of students who took the end-of-grade test in reading
*No scores are reported for groups with fewer than thirty students
Data received from LEAs after July 25, 2000 are not included in this table

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PRELIMINARY RESULTS

Table 14. 1999-00 End-of-Grade Multiple-Choice Test Results
Characteristics and Performance of Grade 6 Students

	N	Percent	Percent at or above Level III in both Reading and Mathematics	Average Scale Score **Reading**	Average Scale Score **Mathematics**
All Students	96,359	100.0	66.1	156.3	165.1
Gender					
Male	48,635	50.5	62.4	155.3	164.7
Female	47,724	49.5	69.8	157.3	165.5
Ethnic Group					
American Indian	1,304	1.4	48.7	152.0	160.8
Asian	1,610	1.7	73.6	157.7	169.6
Black	28,525	29.6	44.1	151.2	158.9
Hispanic	2,806	2.9	52.2	152.3	161.3
Multi-Racial	983	1.0	67.9	156.8	165.2
White	61,102	63.4	77.1	158.9	168.2
Other	27	0.0	*	*	*
Parental Education					
Did not finish high school	9,298	9.8	35.7	149.1	157.6
High school graduate	37,611	39.6	55.3	153.4	161.8
Some Additional after H.S.	7,961	8.4	70.1	156.8	165.4
Trade or business school	3,520	3.7	70.4	156.6	165.5
Community college	9,573	10.1	75.0	158.0	166.8
Four year college	21,607	22.7	85.9	161.6	171.0
Graduate school	5,455	5.7	91.1	164.3	174.6
Hours Watching TV (each school day)					
None	3,488	3.6	64.7	156.9	165.6
1 hour	22,202	23.2	69.6	157.5	166.5
2 hours	25,079	26.2	73.2	157.9	167.1
3 hours	20,499	21.4	67.8	156.4	165.2
Between 4 and 5 hours	14,792	15.4	62.4	155.0	163.5
More than 6 hours	9,780	10.2	43.3	151.0	159.1
Hours of Homework (per week)					
None assigned	1,347	1.4	29.5	147.4	155.1
1 hour or less	27,141	28.3	53.5	153.3	161.7
1 to 3 hours	42,743	44.6	70.1	157.0	165.6
More than 3, less than 5 hours	13,406	14.0	76.5	159.2	168.7
Between 5-10 hours	8,525	8.9	81.2	160.7	170.7
More than 10 hours	1,571	1.6	70.9	157.9	167.8
Assigned but not done	1,194	1.2	24.1	146.6	153.9
Days Absent (so far this year)					
0-7 days	62,573	65.3	71.1	157.4	166.7
8-14 days	22,185	23.2	62.1	155.4	163.7
15-21 days	6,907	7.2	52.6	153.2	160.9
More than 21 days	4,127	4.3	36.0	149.7	156.7

Notes "N" is the number of students who took the end-of-grade test in reading.
*No scores are reported for groups with fewer than thirty students.
Data received from LEAs after July 25, 2000 are not included in this table.

PRELIMINARY RESULTS

Table 15. 1999-00 End-of-Grade Multiple-Choice Test Results
Characteristics and Performance of Grade 7 Students

	N	Percent	Percent at or above Level III in both Reading and Mathematics	Average Scale Score Reading	Average Scale Score Mathematics
All Students	93,895	100.0	70.2	159.8	171.0
Gender					
Male	47,435	50.5	66.8	159.0	170.8
Female	46,459	49.5	73.6	160.6	171.3
Ethnic Group					
American Indian	1,433	1.5	55.1	156.1	167.3
Asian	1,521	1.6	75.8	160.7	175.7
Black	27,464	29.3	49.3	155.4	164.5
Hispanic	2,675	2.8	55.7	156.3	166.7
Multi-Racial	854	0.9	71.6	159.9	170.5
White	59,929	63.8	80.6	162.0	174.2
Other	15	0.0	*	*	*
Parental Education					
Did not finish high school	7,691	8.3	39.4	153.1	162.9
High school graduate	37,088	40.0	59.7	157.2	167.4
Some Additional after H.S.	7,708	8.3	73.4	160.1	171.1
Trade or business school	3,267	3.5	72.9	159.7	170.8
Community college	9,684	10.4	78.5	161.2	172.5
Four year college	21,501	23.2	88.4	164.2	177.0
Graduate school	5,736	6.2	93.1	166.6	180.9
Hours Watching TV (each school day)					
None	2,870	3.1	67.1	159.9	171.4
1 hour	19,515	20.9	75.2	161.3	173.2
2 hours	24,428	26.2	77.2	161.4	173.3
3 hours	20,963	22.5	71.4	159.8	170.9
Between 4 and 5 hours	15,874	17.0	65.5	158.4	168.9
More than 6 hours	9,648	10.3	50.2	155.4	165.0
Hours of Homework (per week)					
None assigned	1,405	1.5	33.9	152.1	160.9
1 hour or less	24,289	26.0	57.5	157.0	167.4
1 to 3 hours	42,528	45.5	72.8	160.1	171.1
More than 3, less than 5 hours	13,671	14.6	81.3	162.4	174.9
Between 5-10 hours	8,593	9.2	86.7	164.1	177.3
More than 10 hours	1,437	1.5	84.6	163.7	177.3
Assigned but not done	1,482	1.6	35.9	152.6	162.1
Days Absent (so far this year)					
0-7 days	58,261	62.4	75.2	160.9	172.7
8-14 days	22,222	23.8	67.9	159.3	169.9
15-21 days	7,660	8.2	58.2	157.3	167.1
More than 21 days	5,217	5.6	43.1	154.2	163.0

Notes "N" is the number of students who took the end-of-grade test in reading.
*No scores are reported for groups with fewer than thirty students.
Data received from LEAs after July 25, 2000 are not included in this table.

PRELIMINARY RESULTS

Table 16. 1999-00 End-of-Grade Multiple-Choice Test Results
Characteristics and Performance of Grade 8 Students

	N	Percent	Percent at or above Level III in both Reading and Mathematics	Average Scale Score Reading	Average Scale Score Mathematics
All Students	90,856	100.0	74.9	162.7	175.3
Gender					
Male	45,725	50.3	71.7	161.9	175.0
Female	45,131	49.7	78.3	163.5	175.6
Ethnic Group					
American Indian	1,311	1.4	65.3	159.7	171.9
Asian	1,609	1.8	81.4	163.7	179.4
Black	25,800	28.4	55.3	158.4	168.4
Hispanic	2,367	2.6	61.1	159.1	170.9
Multi-Racial	726	0.8	74.8	162.8	174.8
White	59,024	65.0	84.1	164.7	178.4
Other	13	0.0	*	*	*
Parental Education					
Did not finish high school	7,333	8.2	45.0	156.0	166.5
High school graduate	33,079	36.9	65.1	160.1	171.5
Some Additional after H.S.	8,012	8.9	79.0	163.1	175.4
Trade or business school	3,000	3.3	77.1	162.6	174.8
Community college	10,875	12.1	82.5	163.9	176.9
Four year college	21,345	23.8	89.6	166.6	180.9
Graduate school	6,103	6.8	94.2	168.9	184.7
Hours Watching TV (each school day)					
None	2,663	2.9	73.1	163.5	176.6
1 hour	18,624	20.6	79.8	164.2	177.8
2 hours	23,212	25.7	80.9	164.1	177.4
3 hours	21,032	23.3	76.4	162.7	175.2
Between 4 and 5 hours	15,995	17.7	70.2	161.2	172.8
More than 6 hours	8,809	9.8	56.0	158.5	169.2
Hours of Homework (per week)					
None assigned	1,490	1.6	36.6	154.6	164.4
1 hour or less	20,207	22.4	62.1	159.7	171.0
1 to 3 hours	41,080	45.4	75.9	162.6	174.9
More than 3, less than 5 hours	15,083	16.7	85.3	165.1	179.1
Between 5-10 hours	9,594	10.6	90.3	166.9	181.8
More than 10 hours	1,610	1.8	88.0	167.0	182.4
Assigned but not done	1,341	1.5	47.1	157.1	168.2
Days Absent (so far this year)					
0-7 days	54,131	59.9	80.4	163.9	177.3
8-14 days	21,742	24.1	73.4	162.2	174.3
15-21 days	8,225	9.1	64.8	160.4	171.5
More than 21 days	6,264	6.9	48.0	157.3	166.9

Notes "N" is the number of students who took the end-of-grade test in reading
*No scores are reported for groups with fewer than thirty students
Data received from LEAs after July 25, 2000 are not included in this table

Table 17. 1999-00 Number of Students Tested, Exempt, and Absent
End-of-Grade 3

PRELIMINARY RESULTS

Subgroup	Membership	Reading						Mathematics					
		Number Tested	Percent Tested	Number Exempted	Percent Exempted	Number Absent	Percent Absent	Number Tested	Percent Tested	Number Exempted	Percent Exempted	Number Absent	Percent Absent
Total	105,787	100,793	95.3	4,830	4.6	164	.2	101,303	95.8	4,316	4.1	168	.2
Female	51,462	49,625	96.4	1,762	3.4	75	.1	49,742	96.7	1,646	3.2	74	.1
Male	54,318	51,163	94.2	3,066	5.6	89	.2	51,556	94.9	2,668	4.9	94	.2
Asian	1,459	1,325	90.8	132	9.0	2	.1	1,327	91.0	130	8.9	2	.1
Black	32,872	30,870	93.9	1,931	5.9	71	.2	31,098	94.6	1,704	5.2	70	.2
Hispanic	4,162	3,179	76.4	974	23.4	9	.2	3,212	77.2	942	22.6	8	.2
American Indian	1,593	1,494	93.8	98	6.2	1	.1	1,510	94.8	82	5.1	1	.1
Multiracial	1,658	1,612	97.2	45	2.7	1	.1	1,616	97.5	41	2.5	1	.1
White	63,158	61,596	97.5	1,485	2.4	77	.1	61,814	97.9	1,260	2.0	84	.1
Title I	45,234	42,784	94.6	2,376	5.3	74	.2	43,035	95.1	2,121	4.7	78	.2
Statewide Program	40,919	38,627	94.4	2,223	5.4	69	.2	38,861	95.0	1,986	4.9	72	.2
Targeted Assistance	4,315	4,157	96.3	153	3.5	5	.1	4,174	96.7	135	3.1	6	.1
Migrant	854	679	79.5	174	20.4	1	.1	685	80.2	168	19.7	1	.1
Limited English Proficient	2,955	1,762	59.6	1,188	40.2	5	.2	1,791	60.6	1,161	39.3	3	.1
Disability	15,306	11,660	76.2	3,607	23.6	39	.3	12,155	79.4	3,107	20.3	44	.3

Notes: Data includes information received by August 1, 2000 from public (including charter) and Department of Health and Human Services schools.

Table 18. 1999-00 Number of Students Tested, Exempt, and Absent
End-of-Grade 4

PRELIMINARY RESULTS

Subgroup	Membership	Reading						Mathematics					
		Number Tested	Percent Tested	Number Exempted	Percent Exempted	Number Absent	Percent Absent	Number Tested	Percent Tested	Number Exempted	Percent Exempted	Number Absent	Percent Absent
Total	104,589	99,214	94.9	5,194	5.0	181	.2	99,753	95.4	4,653	4.4	183	.2
Female	50,592	48,656	96.2	1,859	3.7	77	.2	48,757	96.4	1,762	3.5	73	.1
Male	53,984	50,547	93.6	3,333	6.2	104	.2	50,985	94.4	2,889	5.4	110	.2
Asian	1,839	1,646	89.5	190	10.3	3	.2	1,648	89.6	187	10.2	4	.2
Black	31,880	29,591	92.8	2,216	7.0	73	.2	29,864	93.7	1,947	6.1	69	.2
Hispanic	4,207	3,163	75.2	1,035	24.6	9	.2	3,195	75.9	1,004	23.9	8	.2
American Indian	1,496	1,385	92.6	110	7.4	1	.1	1,397	93.4	96	6.4	3	.2
Multiracial	1,365	1,324	97.0	37	2.7	4	.3	1,327	97.2	33	2.4	5	.4
White	63,769	62,079	97.3	1,599	2.5	91	.1	62,294	97.7	1,381	2.2	94	.1
Title I	42,464	39,878	93.9	2,508	5.9	78	.2	40,160	94.6	2,225	5.2	79	.2
Statewide Program	39,392	36,894	93.7	2,425	6.2	73	.2	37,163	94.3	2,155	5.5	74	.2
Targeted Assistance	3,072	2,984	97.1	83	2.7	5	.2	2,997	97.6	70	2.3	5	.2
Migrant	826	647	78.3	178	21.5	1	.1	651	78.8	174	21.1	1	.1
Limited English Proficient	2,528	1,405	55.6	1,119	44.3	4	.2	1,421	56.2	1,102	43.6	5	.2
Disability	15,891	11,809	74.3	4,019	25.3	63	.4	12,326	77.6	3,500	22.0	65	.4

Notes: Data includes information received by August 1, 2000 from public (including charter) and Department of Health and Human Services schools.

Table 19. 1999-00 Number of Students Tested, Exempt, and Absent
End-of-Grade 5

PRELIMINARY RESULTS

Subgroup	Membership	Reading						Mathematics					
		Number Tested	Percent Tested	Number Exempted	Percent Exempted	Number Absent	Percent Absent	Number Tested	Percent Tested	Number Exempted	Percent Exempted	Number Absent	Percent Absent
Total	103,256	97,908	94.8	5,188	5.0	160	.2	98,368	95.3	4,712	4.6	176	.2
Female	50,929	48,974	96.2	1,891	3.7	64	.1	49,041	96.3	1,820	3.6	68	.1
Male	52,321	48,929	93.5	3,296	6.3	96	.2	49,321	94.3	2,892	5.5	108	.2
Asian	1,823	1,647	90.3	175	9.6	1	.1	1,666	91.4	155	8.5	2	.1
Black	31,352	29,063	92.7	2,236	7.1	53	.2	29,295	93.4	2,005	6.4	52	.2
Hispanic	3,989	3,009	75.4	968	24.3	12	.3	3,045	76.3	931	23.3	13	.3
American Indian	1,456	1,345	92.4	106	7.3	5	.3	1,356	93.1	93	6.4	7	.5
Multiracial	1,121	1,076	96.0	40	3.6	5	.4	1,081	96.4	35	3.1	5	.4
White	63,492	61,748	97.3	1,661	2.6	83	.1	61,905	97.5	1,491	2.3	96	.2
Title I	40,213	37,701	93.8	2,450	6.1	62	.2	37,949	94.4	2,191	5.4	73	.2
Statewide Program	37,560	35,118	93.5	2,382	6.3	60	.2	35,363	94.2	2,127	5.7	70	.2
Targeted Assistance	2,653	2,583	97.4	68	2.6	2	.1	2,586	97.5	64	2.4	3	.1
Migrant	888	671	75.6	215	24.2	2	.2	674	75.9	212	23.9	2	.2
Limited English Proficient	2,236	1,212	54.2	1,019	45.6	5	.2	1,239	55.4	992	44.4	5	.2
Disability	15,809	11,603	73.4	4,160	26.3	46	.3	12,051	76.2	3,707	23.4	51	.3

Notes: Data includes information received by August 1, 2000 from public (including charter) and Department of Health and Human Services schools.

Table 20. 1999-00 Number of Students Tested, Exempt, and Absent
End-of-Grade 6

PRELIMINARY RESULTS

Subgroup	Membership	Reading						Mathematics					
		Number Tested	Percent Tested	Number Exempted	Percent Exempted	Number Absent	Percent Absent	Number Tested	Percent Tested	Number Exempted	Percent Exempted	Number Absent	Percent Absent
Total	100,982	96,346	95.4	4,239	4.2	397	.4	96,561	95.6	4,019	4.0	402	.4
Female	49,402	47,701	96.6	1,556	3.1	145	.3	47,737	96.6	1,525	3.1	140	.3
Male	51,580	48,645	94.3	2,683	5.2	252	.5	48,824	94.7	2,494	4.8	262	.5
Asian	1,719	1,610	93.7	104	6.1	5	.3	1,615	93.9	98	5.7	6	.3
Black	30,531	28,511	93.4	1,863	6.1	157	.5	28,633	93.8	1,746	5.7	152	.5
Hispanic	3,652	2,806	76.8	819	22.4	27	.7	2,825	77.4	804	22.0	23	.6
American Indian	1,399	1,303	93.1	89	6.4	7	.5	1,308	93.5	82	5.9	9	.6
Multiracial	1,023	984	96.2	35	3.4	4	.4	985	96.3	32	3.1	6	.6
White	62,622	61,103	97.6	1,322	2.1	197	.3	61,166	97.7	1,250	2.0	206	.3
Title I	18,275	17,249	94.4	966	5.3	60	.3	17,322	94.8	898	4.9	55	.3
Statewide Program	16,297	15,371	94.3	877	5.4	49	.3	15,439	94.7	812	5.0	46	.3
Targeted Assistance	1,978	1,878	94.9	89	4.5	11	.6	1,883	95.2	86	4.3	9	.5
Migrant	477	339	71.1	137	28.7	1	.2	337	70.6	139	29.1	1	.2
Limited English Proficient	1,892	975	51.5	901	47.6	16	.8	992	52.4	886	46.8	14	.7
Disability	14,790	11,416	77.2	3,272	22.1	102	.7	11,616	78.5	3,063	20.7	111	.8

Notes: Data includes information received by August 1, 2000 from public (including charter) and Department of Health and Human Services schools.

Table 21. 1999-00 Number of Students Tested, Exempt, and Absent
End-of-Grade 7

PRELIMINARY RESULTS

Subgroup	Membership	Reading						Mathematics					
		Number Tested	Percent Tested	Number Exempted	Percent Exempted	Number Absent	Percent Absent	Number Tested	Percent Tested	Number Exempted	Percent Exempted	Number Absent	Percent Absent
Total	98,695	93,964	95.2	4,191	4.2	540	.5	94,053	95.3	4,048	4.1	594	.6
Female	48,186	46,484	96.5	1,507	3.1	195	.4	46,486	96.5	1,483	3.1	217	.5
Male	50,507	47,478	94.0	2,684	5.3	345	.7	47,565	94.2	2,565	5.1	377	.7
Asian	1,632	1,524	93.4	100	6.1	8	.5	1,531	93.8	95	5.8	6	.4
Black	29,503	27,494	93.2	1,798	6.1	211	.7	27,524	93.3	1,739	5.9	240	.8
Hispanic	3,529	2,675	75.8	832	23.6	22	.6	2,690	76.2	818	23.2	21	.6
American Indian	1,557	1,433	92.0	117	7.5	7	.4	1,442	92.6	107	6.9	8	.5
Multiracial	895	856	95.6	29	3.2	10	1.1	857	95.8	27	3.0	11	1.2
White	61,552	59,960	97.4	1,311	2.1	281	.5	59,986	97.5	1,259	2.0	307	.5
Title I	16,611	15,600	93.9	919	.5.5	92	.6	15,646	94.2	872	5.2	93	.6
Statewide Program	14,840	13,932	93.9	830	5.6	78	.5	13,977	94.2	784	5.3	79	.5
Targeted Assistance	1,771	1,668	94.2	89	5.0	14	.8	1,669	94.2	88	5.0	14	.8
Migrant	401	268	66.8	132	32.9	1	.2	271	67.6	127	31.7	3	.7
Limited English Proficient	1,728	914	52.9	801	46.4	13	.8	927	53.6	786	45.5	15	.9
Disability	14,246	10,859	76.2	3,244	22.8	143	1.0	10,960	76.9	3,118	21.9	168	1.2

Notes: Data includes information received by August 1, 2000 from public (including charter) and Department of Health and Human Services schools.

Table 22. 1999-00 Number of Students Tested, Exempt, and Absent
End-of-Grade 8

PRELIMINARY RESULTS

Subgroup	Membership	Reading						Mathematics					
		Number Tested	Percent Tested	Number Exempted	Percent Exempted	Number Absent	Percent Absent	Number Tested	Percent Tested	Number Exempted	Percent Exempted	Number Absent	Percent Absent
Total	95,307	90,942	95.4	3,675	3.9	690	.7	91,003	95.5	3,591	3.8	713	.7
Female	46,785	45,173	96.6	1,356	2.9	256	.5	45,166	96.5	1,353	2.9	266	.6
Male	48,521	45,769	94.3	2,319	4.8	433	.9	45,837	94.5	2,238	4.6	446	.9
Asian	1,731	1,611	93.1	118	6.8	2	.1	1,622	93.7	106	6.1	3	.2
Black	27,682	25,846	93.4	1,556	5.6	280	1.0	25,874	93.5	1,526	5.5	282	1.0
Hispanic	3,056	2,368	77.5	648	21.2	40	1.3	2,377	77.8	639	20.9	40	1.3
American Indian	1,395	1,310	93.9	71	5.1	14	1.0	1,308	93.8	70	5.0	17	1.2
Multiracial	755	732	97.0	19	2.5	4	.5	730	96.7	19	2.5	6	.8
White	60,658	59,052	97.4	1,257	2.1	349	.6	59,067	97.4	1,227	2.0	364	.6
Title I	16,167	15,241	94.3	793	4.9	133	.8	15,257	94.4	769	4.8	141	.9
Statewide Program	14,492	13,661	94.3	713	4.9	118	.8	13,678	94.4	689	4.8	125	.9
Targeted Assistance	1,675	1,580	94.3	80	4.8	15	.9	1,579	94.3	80	4.8	16	1.0
Migrant	514	394	76.7	108	21.0	12	2.3	397	77.2	107	20.8	10	1.9
Limited English Proficient	1,602	875	54.6	710	44.3	17	1.1	890	55.6	692	43.2	20	1.2
Disability	12,864	9,833	76.4	2,856	22.2	175	1.4	9,892	76.9	2,788	21.7	184	1.4

Notes: Data includes information received by August 1, 2000 from public (including charter) and Department of Health and Human Services schools.

PRELIMINARY RESULTS

Table 23. 1999-00 End-of-Grade Grade 3 Goal Summary Report

	Developmental Score Mean	Number of Observations*	# of Items	Percent Correct**
READING (Average of Averages)	146.5	101,066	56/55†	
GOAL 1: Use strategies and processes that enhance control of communications skills development.			0	
GOAL 2: Use language for the acquisition, interpretation, and application of information.			131	66.7
OBJ 2.1: Identify, collect or select information and ideas.			62	68.7
OBJ 2.2: Analyze, synthesize, and organize information and ideas and discover related ideas, concepts or generalizations.			50	64.2
OBJ 2.3: Apply, extend, and expand on information and concepts.			19	66.6
GOAL 3: Use language for critical analysis and evaluation			36	56.0
MATHEMATICS (Average of Averages)	143.5	101,573	80	
Math Computation			36	86.7
Math Applications			204	68.8
GOAL 1: Identify and use numbers to 1000 and beyond.			24	66.3
GOAL 2: Understand and use of geometry.			24	74.0
GOAL 3: Understand classification, pattern and seriation.			24	67.3
GOAL 4: Understand and use standard units of metric and customary measure.			36	70.5
GOAL 5: Use mathematical reasoning and solve problems.			36	61.8
GOAL 6: Understand data collection, display, and interpretation.			24	67.5
GOAL 7: Compute with whole numbers.			72	80.4

	O	P	Q
NUMBER OF STUDENTS TAKING FORM	25,703	26,192	49,677

Notes: †Reading forms O and Q contain 56 questions. Form P contains 55 questions.

*"Number of Observations" includes students who attempted at least one item on the test.

**"Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective.

Data received from LEAs after August 1, 2000 are not included in this table.

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PRELIMINARY RESULTS

Table 24. 1999-00 End-of-Grade Grade 4 Goal Summary Report

	Developmental Score Mean	Number of Observations*	# of Items	Percent Correct**
READING (Average of Averages)	149.8	99,450	65	
GOAL 1: Use strategies and processes that enhance control of communications skills development.			0	
GOAL 2: Use language for the acquisition, interpretation, and application of information.			159	70.5
OBJ 2.1: Identify, collect or select information and ideas.			61	73.6
OBJ 2.2: Analyze, synthesize, and organize information and ideas and discover related ideas,-concepts or generalizations.			71	69.8
OBJ 2.3: Apply, extend, and expand on information and concepts.			27	65.7
GOAL 3: Use language for critical analysis and evaluation			36	73.5
MATHEMATICS (Average of Averages)	152.9	99,989	80	
Math Computation			36	84.2
Math Applications			204	68.6
GOAL 1: Identify and use rational numbers.			36	76.2
GOAL 2: Understand and use properties and relationships of geometry.			21	67.2
GOAL 3: Understanding of patterns and relationships			21	68.3
GOAL 4: Understand and use standard units of metric and customary measure.			36	62.9
GOAL 5: Solve problems and reason mathematically.			36	65.3
GOAL 6: Understanding and use of graphing, probablility, and statistics.			21	65.1
GOAL 7: Compute with rational numbers.			69	79.1

	O	P	Q
NUMBER OF STUDENTS TAKING FORM	25,164	25,256	49,570

Notes: *"Number of Observations" includes students who attempted at least one item on the test.
**"Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective.
Data received from LEAs after August 1, 2000 are not included in this table.

PRELIMINARY RESULTS

Table 25. 1999-00 End-of-Grade Grade 5 Goal Summary Report

	Developmental Score Mean	Number of Observations*	# of Items	Percent Correct**
READING (Average of Averages)	155.3	98,099	65/64[†]	
GOAL 1: Use strategies and processes that enhance control of communications skills development.			12	64.9
GOAL 2: Use language for the acquisition, interpretation, and application of information.			131	69.7
OBJ 2.1: Identify, collect or select information and ideas.			58	75.3
OBJ 2.2: Analyze, synthesize, and organize information and ideas and discover related ideas, concepts or generalizations.			51	67.5
OBJ 2.3: Apply, extend, expand on information, concepts			22	60.4
GOAL 3: Use language for critical analysis and evaluation			52	61.8
MATHEMATICS (Average of Averages)	159.5	98,559	80	
Math Computation			36	77.0
Math Applications			204	62.7
GOAL 1: Identify and use rational numbers.			36	71.5
GOAL 2: Understand and use properties and relationships of geometry.			31	67.4
GOAL 3: Understanding of patterns and relationships			24	60.7
GOAL 4: Understand and use standard units of metric and customary measure.			24	51.7
GOAL 5: Solve problems and reason mathematically.			35	61.0
GOAL 6: Understanding and use of graphing, probablility, and statistics.			24	58.6
GOAL 7: Compute with rational numbers.			66	70.5

	I	J	P
NUMBER OF STUDENTS TAKING FORM	24,451	24,586	49,521

Notes [†] Reading forms I and P contain 65 questions. Form J contains 64 questions.

*"Number of Observations" includes students who attempted at least one item on the test.

**"Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective.

Data received from LEAs after August 1, 2000 are not included in this table.

PRELIMINARY RESULTS

Table 26. 1999-00 End-of-Grade Grade 6 Goal Summary Report

	Developmental Score Mean	Number of Observations*	# of Items	Percent Correct**
READING (Average of Averages)	156.3	96,425	65	
GOAL 1: Use strategies and processes that enhance control of communications skills development.			16	63.8
GOAL 2: Use language for the acquisition, interpretation, and application of information.			149	65.8
OBJ 2.1: Identify, collect or select information and ideas.			49	71.6
OBJ 2.2: Analyze, synthesize, and organize information and ideas and discover related ideas, concepts or generalizations.			83	62.5
OBJ 2.3: Apply, extend, and expand on information and concepts.			17	65.7
GOAL 3: Use language for critical analysis and evaluation			30	62.2
MATHEMATICS (Average of Averages)	165.1	96,642	80	
Math Computation			36	61.3
Math Applications			204	56.6
GOAL 1: Understand and use rational numbers.			27	60.8
GOAL 2: Understand and use of properties and relationships of geometry.			27	61.1
GOAL 3: Understanding of patterns, relationships, and pre-algebra.			24	64.6
GOAL 4: Understanding and use of measurement.			24	51.8
GOAL 5: Solve problems and reason mathematically.			36	55.5
GOAL 6: Understanding and use of graphing, probablility, and statistics.			36	51.1
GOAL 7: Compute with rational numbers.			66	58.1

	O	P	Q
NUMBER OF STUDENTS TAKING FORM	24,609	24,263	47,770

Notes: *"Number of Observations" includes students who attempted at least one item on the test.
**"Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective.
Data received from LEAs after August 1, 2000 are not included in this table.

PRELIMINARY RESULTS

Table 27. 1999-00 End-of-Grade Grade 7 Goal Summary Report

	Developmental Score Mean	Number of Observations*	# of Items	Percent Correct**
READING (Average of Averages)	159.8	93,958	66	
GOAL 1: Use strategies and processes that enhance control of communications skills development.			16	70.0
GOAL 2: Use language for the acquisition, interpretation, and application of information.			156	69.4
OBJ 2.1: Identify, collect or select information and ideas.			60	70.8
OBJ 2.2: Analyze, synthesize, and organize information and ideas and discover related ideas, concepts or generalizations.			77	67.8
OBJ 2.3: Apply, extend, and expand on information and concepts.			19	71.7
GOAL 3: Use language for critical analysis and evaluation.			26	67.6
MATHEMATICS (Average of Averages)	171.0	94,051	80	
Math Computation			24	60.8
Math Applications			216	58.1
GOAL 1: Understanding and use of real numbers.			24	72.5
GOAL 2: Understand and use properties and relationships of geometry.			24	54.3
GOAL 3: Understanding of pre-algebra.			36	68.5
GOAL 4: Understanding and use of measurement.			30	49.8
GOAL 5: Solve problems and reason mathematically.			42	52.1
GOAL 6: Understanding and use of probablility and statistics.			24	51.9
GOAL 7: Compute with real numbers.			60	59.4

	I	P	Q
NUMBER OF STUDENTS TAKING FORM	25,503	23,410	47,138

Notes *"Number of Observations" includes students who attempted at least one item on the test.
**"Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective.
Data received from LEAs after August 1, 2000 are not included in this table.

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Table 28. 1999-00 End-of-Grade Grade 8 Goal Summary Report

	Developmental Score Mean	Number of Observations*	# of Items	Percent Correct**
READING (Average of Averages)	162.7	90,913	68	
GOAL 1: Use strategies and processes that enhance control of communications skills development.			19	62.9
GOAL 2: Use language for the acquisition, interpretation, and application of information.			158	67.5
OBJ 2.1: Identify, collect or select information and ideas.			42	69.2
OBJ 2.2: Analyze, synthesize, and organize information and ideas and discover related ideas, concepts or generalizations.			95	67.7
OBJ 2.3: Apply, extend, and expand on information and concepts.			21	63.5
GOAL 3: Use language for critical analysis and evaluation.			27	74.4
MATHEMATICS (Average of Averages)	175.3	90,981	80	
Math Computation			24	52.7
Math Applications			216	58.5
GOAL 1: Understanding and use of real numbers.			33	62.4
GOAL 2: Understand and use of properties and relationships of geometry.			24	55.4
GOAL 3: Understanding of pre-algebra.			42	59.1
GOAL 4: Understanding and use of measurement.			24	54.0
GOAL 5: Solve problems and reason mathematically.			36	55.1
GOAL 6: Understanding and use of probablility and statistics.			30	56.3
GOAL 7: Compute with real numbers.			51	60.1

	N	O	P
NUMBER OF STUDENTS TAKING FORM	23,234	23,313	44,434

Notes: *"Number of Observations" includes students who attempted at least one item on the test.

**"Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective.

Data received from LEAs after August 1, 2000 are not included in this table.

Table 29. 1999-00 End-of-Grade Distribution of Scale Scores
Grade 3 Reading

PRELIMINARY RESULTS

NUMBER OF STUDENTS WITH VALID SCORES*	101,066	HIGH SCORE	172
		LOW SCORE	114
MEAN	146.5		
STANDARD DEVIATION	9.5		
VARIANCE	90.0		

STATE PERCENTILES	SCALE SCORE
90	158.15
75	153.50
50 (MEDIAN)	147.27
25	140.23
10	133.14

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1999 STATE PERCENTILE
172	21	101066	0.02	100.00	99
171	22	101045	0.02	99.98	99
170	79	101023	0.08	99.96	99
169	66	100944	0.07	99.88	99
168	107	100878	0.11	99.81	99
167	206	100771	0.20	99.71	99
166	420	100565	0.42	99.50	99
165	347	100145	0.34	99.09	99
164	834	99798	0.83	98.75	98
163	587	98964	0.58	97.92	97
162	1988	98377	1.97	97.34	96
160	2549	96389	2.52	95.37	94
159	2146	93840	2.12	92.85	91
158	2109	91694	2.09	90.73	89
157	3253	89585	3.22	88.64	87
156	3489	86332	3.45	85.42	83
155	3458	82843	3.42	81.97	80
154	3569	79385	3.53	78.55	76
153	3542	75816	3.50	75.02	72
152	3563	72274	3.53	71.51	69
151	4453	68711	4.41	67.99	65
150	5944	64258	5.88	63.58	60
149	3375	58314	3.34	57.70	56
148	3296	54939	3.26	54.36	53
147	4769	51643	4.72	51.10	49
146	3053	46874	3.02	46.38	45
145	5057	43821	5.00	43.36	41
144	3538	38764	3.50	38.36	37
143	3245	35226	3.21	34.85	34
142	3170	31981	3.14	31.64	31
141	2919	28811	2.89	28.51	28
140	2337	25892	2.31	25.62	25
139	2835	23555	2.81	23.31	23
138	2569	20720	2.54	20.50	20
137	2015	18151	1.99	17.96	18
136	1903	16136	1.88	15.97	16
135	1824	14233	1.80	14.08	14
134	1741	12409	1.72	12.28	12
133	1579	10668	1.56	10.56	11
132	1475	9089	1.46	8.99	9
131	1320	7614	1.31	7.53	8
130	1286	6294	1.27	6.23	6
129	595	5008	0.59	4.96	5
128	561	4413	0.56	4.37	5
127	921	3852	0.91	3.81	4
126	845	2931	0.84	2.90	3
125	776	2086	0.77	2.06	2
124	473	1310	0.47	1.30	1
123	346	837	0.34	0.83	1
122	240	491	0.24	0.49	1
LESS THAN 122	251	251	0.25	0.25	1

Notes: *Students with valid scores are those students who attempted at least one item on the test.
Data received from LEAs after August 9, 2000 are not included in this table.

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Table 30. 1999-00 End-of-Grade Distribution of Scale Scores
Grade 3 Mathematics

PRELIMINARY RESULTS

NUMBER OF STUDENTS WITH VALID SCORES*	101,573
MEAN	143.5
STANDARD DEVIATION	11.1
VARIANCE	122.4

HIGH SCORE	173
LOW SCORE	100

STATE PERCENTILES	SCALE SCORE
90	156.82
75	151.47
50 (MEDIAN)	144.15
25	136.44
10	128.52

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1999 STATE PERCENTILE
173	53	101573	0.05	100.00	99
171	191	101520	0.19	99.95	99
170	119	101329	0.12	99.76	99
168	523	101210	0.51	99.64	99
167	239	100687	0.24	99.13	99
165	878	100448	0.86	98.89	99
164	337	99570	0.33	98.03	98
162	1727	99233	1.70	97.70	97
161	1453	97506	1.43	96.00	96
160	527	96053	0.52	94.57	95
159	2310	95526	2.27	94.05	94
157	2636	93216	2.60	91.77	91
156	2781	90580	2.74	89.18	89
155	2955	87799	2.91	86.44	86
154	3045	84844	3.00	83.53	84
153	2333	81799	2.30	80.53	81
152	3157	79466	3.11	78.24	79
151	3937	76309	3.88	75.13	75
150	3110	72372	3.06	71.25	72
149	3001	69262	2.95	68.19	69
148	2986	66261	2.94	65.23	66
147	4279	63275	4.21	62.30	63
146	3495	58996	3.44	58.08	59
145	3394	55501	3.34	54.64	55
144	3817	52107	3.76	51.30	51
143	3076	48290	3.03	47.54	48
142	4147	45214	4.08	44.51	44
141	2823	41067	2.78	40.43	41
140	3708	38244	3.65	37.65	38
139	3565	34536	3.51	34.00	34
138	2355	30971	2.32	30.49	31
137	3104	28616	3.06	28.17	29
136	2137	25512	2.10	25.12	26
135	2764	23375	2.72	23.01	23
134	1883	20611	1.85	20.29	21
133	2364	18728	2.33	18.44	19
132	1672	16364	1.65	16.11	17
131	1744	14692	1.72	14.46	15
130	1443	12948	1.42	12.75	13
129	1375	11505	1.35	11.33	12
128	1039	10130	1.02	9.97	10
127	1596	9091	1.57	8.95	9
126	1032	7495	1.02	7.38	8
125	822	6463	0.81	6.36	7
124	719	5641	0.71	5.55	6
123	802	4922	0.79	4.85	5
122	608	4120	0.60	4.06	4
121	544	3512	0.54	3.46	4
120	702	2968	0.69	2.92	3
119	426	2266	0.42	2.23	2
118	347	1840	0.34	1.81	2
117	289	1493	0.28	1.47	2
116	282	1204	0.28	1.19	1
115	227	922	0.22	0.91	1
LESS THAN 115	695	695	0.68	0.68	1

Notes: *Students with valid scores are those students who attempted at least one item on the test.
Data received from LEAs after August 9, 2000 are not included in this table.

Table 31. 1999-00 End-of-Grade Distribution of Scale Scores
Grade 4 Reading

PRELIMINARY RESULTS

NUMBER OF STUDENTS WITH VALID SCORES*	99,450
MEAN	149.8
STANDARD DEVIATION	9.5
VARIANCE	91.1

HIGH SCORE	179
LOW SCORE	119

STATE PERCENTILES	SCALE SCORE
90	161.67
75	156.70
50 (MEDIAN)	150.57
25	143.21
10	136.08

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1999 STATE PERCENTILE
179	1	99450	0.00	100.00	99
177	6	99449	0.01	100.00	99
176	22	99443	0.02	99.99	99
175	45	99421	0.05	99.97	99
173	93	99376	0.09	99.93	99
172	111	99283	0.11	99.83	99
171	260	99172	0.26	99.72	99
170	258	98912	0.26	99.46	99
169	424	98654	0.43	99.20	99
168	474	98230	0.48	98.77	99
167	966	97756	0.97	98.30	98
166	1177	96790	1.18	97.33	97
165	438	95613	0.44	96.14	97
164	1985	95175	2.00	95.70	96
163	1634	93190	1.64	93.71	94
162	2472	91556	2.49	92.06	92
161	2739	89084	2.75	89.58	90
160	2863	86345	2.88	86.82	87
159	3103	83482	3.12	83.94	84
158	3219	80379	3.24	80.82	81
157	3222	77160	3.24	77.59	78
156	4037	73938	4.06	74.35	74
155	3304	69901	3.32	70.29	70
154	4661	66597	4.69	66.97	66
153	3838	61936	3.86	62.28	62
152	4511	58098	4.54	58.42	57
151	4175	53587	4.20	53.88	53
150	3395	49412	3.41	49.69	49
149	4381	46017	4.41	46.27	45
148	3059	41636	3.08	41.87	41
147	4488	38577	4.51	38.79	37
146	2228	34089	2.24	34.28	33
145	4071	31861	4.09	32.04	30
144	1909	27790	1.92	27.94	27
143	3527	25881	3.55	26.02	24
142	1796	22354	1.81	22.48	22
141	2739	20558	2.75	20.67	19
140	1895	17819	1.91	17.92	17
139	2316	15924	2.33	16.01	15
138	1745	13608	1.75	13.68	13
137	1374	11863	1.38	11.93	11
136	1292	10489	1.30	10.55	10
135	2255	9197	2.27	9.25	8
134	1198	6942	1.20	6.98	7
133	1097	5744	1.10	5.78	6
132	1005	4647	1.01	4.67	4
131	885	3642	0.89	3.66	3
130	768	2757	0.77	2.77	3
129	583	1989	0.59	2.00	2
128	483	1406	0.49	1.41	1
127	356	923	0.36	0.93	1
LESS THAN 127	567	567	0.57	0.57	1

Notes: *Students with valid scores are those students who attempted at least one item on the test.
Data received from LEAs after August 9, 2000 are not included in this table

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Table 32. 1999-00 End-of-Grade Distribution of Scale Scores Grade 4 Mathematics

PRELIMINARY RESULTS

NUMBER OF STUDENTS WITH VALID SCORES*	99,989
MEAN	152.9
STANDARD DEVIATION	10.1
VARIANCE	102.2

HIGH SCORE	182
LOW SCORE	114

STATE PERCENTILES	SCALE SCORE
90	165.78
75	160.19
50 (MEDIAN)	153.39
25	146.41
10	139.45

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1999 STATE PERCENTILE
182	25	99989	0.03	100.00	99
181	42	99964	0.04	99.97	99
180	31	99922	0.03	99.93	99
179	46	99891	0.05	99.90	99
178	126	99845	0.13	99.86	99
177	148	99719	0.15	99.73	99
176	250	99571	0.25	99.58	99
175	278	99321	0.28	99.33	99
174	420	99043	0.42	99.05	99
173	404	98623	0.40	98.63	99
172	509	98219	0.51	98.23	98
171	1223	97710	1.22	97.72	98
170	754	96487	0.75	96.50	97
169	1123	95733	1.12	95.74	96
168	1327	94610	1.33	94.62	95
167	1858	93283	1.86	93.29	93
166	1990	91425	1.99	91.44	91
165	2235	89435	2.24	89.44	89
164	2243	87200	2.24	87.21	88
163	2322	84957	2.32	84.97	85
162	3020	82635	3.02	82.64	83
161	3646	79615	3.65	79.62	80
160	3119	75969	3.12	75.98	76
159	2548	72850	2.55	72.86	72
158	4607	70302	4.61	70.31	69
157	3187	65695	3.19	65.70	65
156	3230	62508	3.23	62.51	62
155	4508	59278	4.51	59.28	58
154	4455	54770	4.46	54.78	54
153	3029	50315	3.03	50.32	50
152	4290	47286	4.29	47.29	47
151	2982	42996	2.98	43.00	43
150	4526	40014	4.53	40.02	40
149	2189	35488	2.19	35.49	37
148	4164	33299	4.16	33.30	33
147	3965	29135	3.97	29.14	30
146	1892	25170	1.89	25.17	27
145	3449	23278	3.45	23.28	24
144	1622	19829	1.62	19.83	21
143	2656	18207	2.66	18.21	19
142	1821	15551	1.82	15.55	17
141	1723	13730	1.72	13.73	15
140	1946	12007	1.95	12.01	13
139	1371	10061	1.37	10.06	11
138	1064	8690	1.06	8.69	10
137	1218	7626	1.22	7.63	8
136	938	6408	0.94	6.41	7
135	1216	5470	1.22	5.47	6
134	729	4254	0.73	4.25	5
133	829	3525	0.83	3.53	4
132	571	2696	0.57	2.70	3
131	448	2125	0.45	2.13	3
130	386	1677	0.39	1.68	2
129	361	1291	0.36	1.29	2
128	278	930	0.28	0.93	1
127	187	652	0.19	0.65	1
126	158	465	0.16	0.47	1
125	138	307	0.14	0.31	1
124	80	169	0.08	0.17	1
123	32	89	0.03	0.09	1
122	19	57	0.02	0.06	1
LESS THAN 122	38	38	0.04	0.04	1

Notes: *Students with valid scores are those students who attempted at least one item on the test.
Data received from LEAs after August 9, 2000 are not included in this table

Table 33. 1999-00 End-of-Grade Distribution of Scale Scores Grade 5 Reading

PRELIMINARY RESULTS

NUMBER OF STUDENTS WITH VALID SCORES*	98,099
MEAN	155.3
STANDARD DEVIATION	8.7
VARIANCE	75.2

HIGH SCORE	181
LOW SCORE	126

STATE PERCENTILES	SCALE SCORE
90	165.88
75	161.89
50 (MEDIAN)	156.06
25	149.73
10	143.39

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1999 STATE PERCENTILE
181	6	98099	0.01	100.00	99
178	58	98093	0.06	99.99	99
176	158	98035	0.16	99.93	99
175	57	97877	0.06	99.77	99
174	310	97820	0.32	99.72	99
173	251	97510	0.26	99.40	99
172	574	97259	0.59	99.14	99
171	511	96685	0.52	98.56	99
170	953	96174	0.97	98.04	98
169	2151	95221	2.19	97.07	98
168	460	93070	0.47	94.87	96
167	2763	92610	2.82	94.40	95
166	2502	89847	2.55	91.59	93
165	3493	87345	3.56	89.04	91
164	3696	83852	3.77	85.48	88
163	3718	80156	3.79	81.71	85
162	4682	76438	4.77	77.92	81
161	3731	71756	3.80	73.15	77
160	3729	68025	3.80	69.34	73
159	3553	64296	3.62	65.54	69
158	5002	60743	5.10	61.92	64
157	4726	55741	4.82	56.82	59
156	4425	51015	4.51	52.00	55
155	4805	46590	4.90	47.49	49
154	3260	41785	3.32	42.59	45
153	4732	38525	4.82	39.27	41
152	4313	33793	4.40	34.45	36
151	2590	29480	2.64	30.05	32
150	3055	26890	3.11	27.41	29
149	3304	23835	3.37	24.30	26
148	2980	20531	3.04	20.93	22
147	1718	17551	1.75	17.89	19
146	2369	15833	2.41	16.14	17
145	1531	13464	1.56	13.72	15
144	1984	11933	2.02	12.16	13
143	1233	9949	1.26	10.14	11
142	1477	8716	1.51	8.88	10
141	1008	7239	1.03	7.38	8
140	1103	6231	1.12	6.35	7
139	856	5128	0.87	5.23	5
138	808	4272	0.82	4.35	4
137	764	3464	0.78	3.53	4
136	692	2700	0.71	2.75	3
135	791	2008	0.81	2.05	2
134	465	1217	0.47	1.24	1
133	313	752	0.32	0.77	1
LESS THAN 133	439	439	0.45	0.45	1

Notes: *Students with valid scores are those students who attempted at least one item on the test.
Data received from LEAs after August 9, 2000 are not included in this table

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Table 34. 1999-00 End-of-Grade Distribution of Scale Scores Grade 5 Mathematics

PRELIMINARY RESULTS

NUMBER OF STUDENTS WITH VALID SCORES*	98,559
MEAN	159.5
STANDARD DEVIATION	10.1
VARIANCE	101.4

HIGH SCORE	187
LOW SCORE	125

STATE PERCENTILES	SCALE SCORE
90	172.23
75	166.74
50 (MEDIAN)	160.02
25	152.91
10	145.95

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1999 STATE PERCENTILE
187	30	98559	0.03	100.00	99
185	32	98529	0.03	99.97	99
184	241	98497	0.24	99.94	99
183	125	98256	0.13	99.69	99
182	543	98131	0.55	99.57	99
180	764	97588	0.78	99.01	99
179	625	96824	0.63	98.24	98
178	344	96199	0.35	97.61	98
177	1121	95855	1.14	97.26	97
176	1315	94734	1.33	96.12	96
175	1405	93419	1.43	94.78	95
174	1074	92014	1.09	93.36	93
173	1630	90940	1.65	92.27	92
172	2289	89310	2.32	90.62	90
171	1896	87021	1.92	88.29	88
170	3488	85125	3.54	86.37	86
169	2094	81637	2.12	82.83	83
168	2699	79543	2.74	80.71	80
167	3860	76844	3.92	77.97	77
166	2820	72984	2.86	74.05	74
165	4587	70164	4.65	71.19	70
164	2806	65577	2.85	66.54	66
163	2905	62771	2.95	63.69	63
162	4652	59866	4.72	60.74	59
161	4538	55214	4.60	56.02	55
160	2920	50676	2.96	51.42	51
159	3981	47756	4.04	48.45	48
158	3298	43775	3.35	44.42	44
157	4318	40477	4.38	41.07	40
156	2183	36159	2.21	36.69	36
155	4268	33976	4.33	34.47	33
154	3940	29708	4.00	30.14	29
153	1905	25768	1.93	26.14	26
152	3604	23863	3.66	24.21	23
151	1708	20259	1.73	20.56	21
150	1661	18551	1.69	18.82	19
149	3145	16890	3.19	17.14	16
148	1469	13745	1.49	13.95	14
147	1357	12276	1.38	12.46	12
146	1930	10919	1.96	11.08	11
145	1093	8989	1.11	9.12	9
144	1269	7896	1.29	8.01	8
143	1231	6627	1.25	6.72	7
142	852	5396	0.86	5.47	5
141	774	4544	0.79	4.61	4
140	1021	3770	1.04	3.83	3
139	560	2749	0.57	2.79	3
138	494	2189	0.50	2.22	2
137	414	1695	0.42	1.72	2
136	313	1281	0.32	1.30	1
135	263	968	0.27	0.98	1
134	213	705	0.22	0.72	1
133	158	492	0.16	0.50	1
LESS THAN 133	334	334	0.34	0.34	1

Notes: *Students with valid scores are those students who attempted at least one item on the test.
Data received from LEAs after August 9, 2000 are not included in this table

Table 35. 1999-00 End-of-Grade Distribution of Scale Scores
Grade 6 Reading

PRELIMINARY RESULTS

NUMBER OF STUDENTS WITH VALID SCORES*	96,424
MEAN	156.3
STANDARD DEVIATION	9.8
VARIANCE	96.2

HIGH SCORE	183
LOW SCORE	124

STATE PERCENTILES	SCALE SCORE
90	168.40
75	163.58
50 (MEDIAN)	156.97
25	149.70
10	142.77

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1999 STATE PERCENTILE
183	19	96424	0.02	100.00	99
182	20	96405	0.02	99.98	99
180	72	96385	0.07	99.96	99
179	116	96313	0.12	99.88	99
178	144	96197	0.15	99.76	99
177	403	96053	0.42	99.62	99
176	217	95650	0.23	99.20	99
175	794	95433	0.82	98.97	99
174	353	94639	0.37	98.15	99
173	1603	94286	1.66	97.78	98
172	453	92683	0.47	96.12	97
171	1603	92230	1.66	95.65	96
170	2315	90627	2.40	93.99	94
169	1264	88312	1.31	91.59	92
168	2798	87048	2.90	90.28	89
167	3026	84250	3.14	87.37	87
166	2937	81224	3.05	84.24	84
165	3045	78287	3.16	81.19	80
164	3162	75242	3.28	78.03	77
163	3028	72080	3.14	74.75	73
162	4350	69052	4.51	71.61	69
161	2827	64702	2.93	67.10	65
160	4160	61875	4.31	64.17	61
159	3899	57715	4.04	59.86	56
158	3244	53816	3.36	55.81	52
157	4431	50572	4.60	52.45	48
156	3149	46141	3.27	47.85	43
155	3431	42992	3.56	44.59	39
154	3336	39561	3.46	41.03	36
153	3764	36225	3.90	37.57	32
152	3068	32461	3.18	33.66	29
151	2936	29393	3.04	30.48	26
150	2924	26457	3.03	27.44	23
149	2197	23533	2.28	24.41	21
148	2289	21336	2.37	22.13	18
147	2857	19047	2.96	19.75	16
146	1608	16190	1.67	16.79	14
145	1517	14582	1.57	15.12	13
144	2467	13065	2.56	13.55	11
143	1311	10598	1.36	10.99	9
142	1181	9287	1.22	9.63	8
141	1442	8106	1.50	8.41	7
140	1146	6664	1.19	6.91	5
139	1007	5518	1.04	5.72	4
138	947	4511	0.98	4.68	4
137	763	3564	0.79	3.70	3
136	743	2801	0.77	2.90	2
135	586	2058	0.61	2.13	1
134	451	1472	0.47	1.53	1
133	341	1021	0.35	1.06	1
LESS THAN 133	680	680	0.71	0.71	1

Notes: *Students with valid scores are those students who attempted at least one item on the test.
Data received from LEAs after August 9, 2000 are not included in this table

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Table 36. 1999-00 End-of-Grade Distribution of Scale Scores
Grade 6 Mathematics

PRELIMINARY RESULTS

NUMBER OF STUDENTS WITH VALID SCORES*	96,641
MEAN	165.1
STANDARD DEVIATION	11.2
VARIANCE	126.5

HIGH SCORE	196
LOW SCORE	130

STATE PERCENTILES	SCALE SCORE
90	179.59
75	173.27
50 (MEDIAN)	165.43
25	156.67
10	149.61

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1999 STATE PERCENTILE
196	31	96641	0.03	100.00	99
195	67	96610	0.07	99.97	99
194	51	96543	0.05	99.90	99
193	123	96492	0.13	99.85	99
192	107	96369	0.11	99.72	99
191	181	96262	0.19	99.61	99
190	308	96081	0.32	99.42	99
189	349	95773	0.36	99.10	99
188	349	95424	0.36	98.74	99
187	665	95075	0.69	98.38	99
186	585	94410	0.61	97.69	98
185	954	93825	0.99	97.09	98
184	947	92871	0.98	96.10	97
183	1029	91924	1.06	95.12	96
182	1148	90895	1.19	94.05	94
181	1265	89747	1.31	92.87	93
180	1646	88482	1.70	91.56	92
179	2027	86836	2.10	89.85	90
178	1905	84809	1.97	87.76	88
177	2630	82904	2.72	85.79	86
176	2056	80274	2.13	83.06	84
175	2525	78218	2.61	80.94	82
174	2611	75693	2.70	78.32	78
173	2628	73082	2.72	75.62	76
172	3655	70454	3.78	72.90	73
171	2369	66799	2.45	69.12	70
170	3416	64430	3.53	66.67	67
169	2444	61014	2.53	63.13	64
168	3366	58570	3.48	60.61	61
167	4071	55204	4.21	57.12	57
166	2556	51133	2.64	52.91	54
165	3579	48577	3.70	50.27	50
164	2514	44998	2.60	46.56	46
163	3512	42484	3.63	43.96	43
162	2623	38972	2.71	40.33	39
161	2131	36349	2.21	37.61	37
160	4034	34218	4.17	35.41	34
159	1955	30184	2.02	31.23	30
158	2012	28229	2.08	29.21	28
157	2493	26217	2.58	27.13	25
156	3426	23724	3.55	24.55	22
155	1917	20298	1.98	21.00	20
154	1935	18381	2.00	19.02	18
153	1887	16446	1.95	17.02	16
152	1690	14559	1.75	15.07	14
151	1754	12869	1.81	13.32	12
150	1634	11115	1.69	11.50	10
149	1593	9481	1.65	9.81	8
148	1481	7888	1.53	8.16	7
147	1300	6407	1.35	6.63	6
146	1135	5107	1.17	5.28	5
145	1013	3972	1.05	4.11	4
144	812	2959	0.84	3.06	3
143	654	2147	0.68	2.22	2
142	463	1493	0.48	1.54	1
141	366	1030	0.38	1.07	1
140	263	664	0.27	0.69	1
139	195	401	0.20	0.41	1
LESS THAN 139	206	206	0.21	0.21	1

Notes: *Students with valid scores are those students who attempted at least one item on the test.
Data received from LEAs after August 9, 2000 are not included in this table

Table 37. 1999-00 End-of-Grade Distribution of Scale Scores
Grade 7 Reading

PRELIMINARY RESULTS

NUMBER OF STUDENTS WITH VALID SCORES*	93,958
MEAN	159.8
STANDARD DEVIATION	8.6
VARIANCE	73.7

HIGH SCORE	183
LOW SCORE	126

STATE PERCENTILES	SCALE SCORE
90	170.11
75	166.05
50 (MEDIAN)	160.78
25	154.52
10	147.67

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1999 STATE PERCENTILE
183	24	93958	0.03	100.00	99
181	57	93934	0.06	99.97	99
180	105	93877	0.11	99.91	99
179	190	93772	0.20	99.80	99
178	273	93582	0.29	99.60	99
177	178	93309	0.19	99.31	99
176	750	93131	0.80	99.12	99
175	254	92381	0.27	98.32	98
174	1604	92127	1.71	98.05	98
173	1660	90523	1.77	96.34	97
172	528	88863	0.56	94.58	95
171	2576	88335	2.74	94.02	93
170	3067	85759	3.26	91.27	91
169	3227	82692	3.43	88.01	88
168	3404	79465	3.62	84.58	84
167	3604	76061	3.84	80.95	81
166	4449	72457	4.74	77.12	77
165	3426	68008	3.65	72.38	72
164	4247	64582	4.52	68.73	67
163	5615	60335	5.98	64.21	62
162	3713	54720	3.95	58.24	56
161	5597	51007	5.96	54.29	51
160	3229	45410	3.44	48.33	45
159	4867	42181	5.18	44.89	41
158	3875	37314	4.12	39.71	36
157	3174	33439	3.38	35.59	32
156	3250	30265	3.46	32.21	28
155	3599	27015	3.83	28.75	25
154	2783	23416	2.96	24.92	22
153	1959	20633	2.08	21.96	19
152	2778	18674	2.96	19.87	17
151	2166	15896	2.31	16.92	14
150	1203	13730	1.28	14.61	12
149	2106	12527	2.24	13.33	11
148	1230	10421	1.31	11.09	10
147	1507	9191	1.60	9.78	8
146	1162	7684	1.24	8.18	7
145	846	6522	0.90	6.94	6
144	1330	5676	1.42	6.04	5
143	768	4346	0.82	4.63	4
142	693	3578	0.74	3.81	3
141	663	2885	0.71	3.07	2
140	635	2222	0.68	2.36	2
139	408	1587	0.43	1.69	1
138	556	1179	0.59	1.25	1
LESS THAN 138	623	623	0.66	0.66	1

Notes: *Students with valid scores are those students who attempted at least one item on the test.
Data received from LEAs after August 9, 2000 are not included in this table

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Table 38. 1999-00 End-of-Grade Distribution of Scale Scores
Grade 7 Mathematics

PRELIMINARY RESULTS

NUMBER OF STUDENTS WITH VALID SCORES*	94,051
MEAN	171.0
STANDARD DEVIATION	11.5
VARIANCE	131.8

HIGH SCORE	203
LOW SCORE	134

STATE PERCENTILES	SCALE SCORE
90	186.19
75	179.18
50 (MEDIAN)	170.98
25	162.95
10	155.41

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1999 STATE PERCENTILE
203	36	94051	0.04	100.00	99
201	27	94015	0.03	99.96	99
200	128	93988	0.14	99.93	99
199	96	93860	0.10	99.80	99
198	226	93764	0.24	99.69	99
197	495	93538	0.53	99.45	99
195	667	93043	0.71	98.93	99
194	395	92376	0.42	98.22	99
193	359	91981	0.38	97.80	99
192	926	91622	0.98	97.42	98
191	1009	90696	1.07	96.43	98
190	1066	89687	1.13	95.36	97
189	1152	88621	1.22	94.23	96
188	1160	87469	1.23	93.00	95
187	1256	86309	1.34	91.77	94
186	1301	85053	1.38	90.43	93
185	2287	83752	2.43	89.05	91
184	1404	81465	1.49	86.62	89
183	2232	80061	2.37	85.13	87
182	1828	77829	1.94	82.75	85
181	2293	76001	2.44	80.81	82
180	2307	73708	2.45	78.37	80
179	2685	71401	2.85	75.92	77
178	2391	68716	2.54	73.06	74
177	3276	66325	3.48	70.52	71
176	2143	63049	2.28	67.04	68
175	3658	60906	3.89	64.76	64
174	2288	57248	2.43	60.87	60
173	3812	54960	4.05	58.44	57
172	2065	51148	2.20	54.38	53
171	3938	49083	4.19	52.19	50
170	3081	45145	3.28	48.00	46
169	2033	42064	2.16	44.72	43
168	4213	40031	4.48	42.56	39
167	2109	35818	2.24	38.08	36
166	3646	33709	3.88	35.84	33
165	2598	30063	2.76	31.96	29
164	2002	27465	2.13	29.20	26
163	3521	25463	3.74	27.07	23
162	1965	21942	2.09	23.33	21
161	1857	19977	1.97	21.24	19
160	2324	18120	2.47	19.27	16
159	1756	15796	1.87	16.80	15
158	1706	14040	1.81	14.93	13
157	1628	12334	1.73	13.11	11
156	1167	10706	1.24	11.38	9
155	1495	9539	1.59	10.14	8
154	1404	8044	1.49	8.55	7
153	1288	6640	1.37	7.06	6
152	1141	5352	1.21	5.69	5
151	729	4211	0.78	4.48	3
150	894	3482	0.95	3.70	3
149	714	2588	0.76	2.75	2
148	543	1874	0.58	1.99	1
147	442	1331	0.47	1.42	1
146	335	889	0.36	0.95	1
145	197	554	0.21	0.59	1
LESS THAN 145	357	357	0.38	0.38	1

Notes: *Students with valid scores are those students who attempted at least one item on the test.
Data received from LEAs after August 9, 2000 are not included in this table

Table 39. 1999-00 End-of-Grade Distribution of Scale Scores Grade 8 Reading

PRELIMINARY RESULTS

NUMBER OF STUDENTS WITH VALID SCORES*	90913
MEAN	162.7
STANDARD DEVIATION	8.1
VARIANCE	66.4

HIGH SCORE	186
LOW SCORE	133

STATE PERCENTILES	SCALE SCORE
90	172.58
75	168.31
50 (MEDIAN)	163.54
25	157.77
10	151.67

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT	PERCENT	1999 STATE PERCENTILE
186	7	90913	0.01	100.00	99
185	4	90906	0.00	99.99	99
184	46	90902	0.05	99.99	99
183	15	90856	0.02	99.94	99
182	245	90841	0.27	99.92	99
180	335	90596	0.37	99.65	99
179	236	90261	0.26	99.28	99
178	612	90025	0.67	99.02	99
177	1266	89413	1.39	98.35	98
176	489	88147	0.54	96.96	97
175	1247	87658	1.37	96.42	96
174	2240	86411	2.46	95.05	94
173	2554	84171	2.81	92.58	91
172	2925	81617	3.22	89.77	89
171	3094	78692	3.40	86.56	86
170	3235	75598	3.56	83.15	82
169	3234	72363	3.56	79.60	79
168	5013	69129	5.51	76.04	74
167	5128	64116	5.64	70.52	69
166	3212	58988	3.53	64.88	65
165	4553	55776	5.01	61.35	60
164	5986	51223	6.58	56.34	55
163	4206	45237	4.63	49.76	49
162	3864	41031	4.25	45.13	45
161	4847	37167	5.33	40.88	40
160	3931	32320	4.32	35.55	36
159	3556	28389	3.91	31.23	32
158	2881	24833	3.17	27.32	28
157	2982	21952	3.28	24.15	25
156	3021	18970	3.32	20.87	21
155	2310	15949	2.54	17.54	18
154	1573	13639	1.73	15.00	16
153	2143	12066	2.36	13.27	14
152	1004	9923	1.10	10.91	12
151	1138	8919	1.25	9.81	11
150	1483	7781	1.63	8.56	9
149	734	6298	0.81	6.93	8
148	697	5564	0.77	6.12	7
147	780	4867	0.86	5.35	6
146	612	4087	0.67	4.50	5
145	820	3475	0.90	3.82	4
144	761	2655	0.84	2.92	3
143	435	1894	0.48	2.08	2
142	375	1459	0.41	1.60	2
141	306	1084	0.34	1.19	1
140	442	778	0.49	0.86	1
LESS THAN 140	336	336	0.37	0.37	1

Notes: *Students with valid scores are those students who attempted at least one item on the test
Data received from LEAs after August 9, 2000 are not included in this table

Table 40. 1999-00 End-of-Grade Distribution of Scale Scores
Grade 8 Mathematics

PRELIMINARY RESULTS

NUMBER OF STUDENTS WITH VALID SCORES*	90,981
MEAN	175.3
STANDARD DEVIATION	11.9
VARIANCE	141.9

HIGH SCORE	208
LOW SCORE	138

STATE PERCENTILES	SCALE SCORE
90	190.63
75	183.91
50 (MEDIAN)	175.65
25	166.98
10	159.15

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1999 STATE PERCENTILE
208	37	90981	0.04	100.00	99
207	19	90944	0.02	99.96	99
206	72	90925	0.08	99.94	99
205	44	90853	0.05	99.86	99
204	105	90809	0.12	99.81	99
203	96	90704	0.11	99.70	99
202	242	90608	0.27	99.59	99
201	315	90366	0.35	99.32	99
200	110	90051	0.12	98.98	99
199	545	89941	0.60	98.86	99
198	471	89396	0.52	98.26	98
197	758	88925	0.83	97.74	98
196	827	88167	0.91	96.91	97
195	1010	87340	1.11	96.00	96
194	1025	86330	1.13	94.89	95
193	1131	85305	1.24	93.76	94
192	1180	84174	1.30	92.52	93
191	1273	82994	1.40	91.22	92
190	1301	81721	1.43	89.82	90
189	2438	80420	2.68	88.39	89
188	1757	77982	1.93	85.71	87
187	1928	76225	2.12	83.78	85
186	2778	74297	3.05	81.66	82
185	2047	71519	2.25	78.61	80
184	2086	69472	2.29	76.36	78
183	2951	67386	3.24	74.07	76
182	2197	64435	2.41	70.82	73
181	3638	62238	4.00	68.41	70
180	2286	58600	2.51	64.41	67
179	3110	56314	3.42	61.90	64
178	2331	53204	2.56	58.48	61
177	2936	50873	3.23	55.92	59
176	2862	47937	3.15	52.69	56
175	2372	45075	2.61	49.54	53
174	3858	42703	4.24	46.94	50
173	1997	38845	2.19	42.70	46
172	2945	36848	3.24	40.50	43
171	2952	33903	3.24	37.26	40
170	1883	30951	2.07	34.02	37
169	2403	29068	2.64	31.95	35
168	2458	26665	2.70	29.31	32
167	2801	24207	3.08	26.61	28
166	1837	21406	2.02	23.53	26
165	1833	19569	2.01	21.51	23
164	1762	17736	1.94	19.49	21
163	1662	15974	1.83	17.56	19
162	1643	14312	1.81	15.73	17
161	1560	12669	1.71	13.92	15
160	1518	11109	1.67	12.21	13
159	1426	9591	1.57	10.54	11
158	302	8165	0.33	8.97	10
157	1350	7863	1.48	8.64	9
156	907	6513	1.00	7.16	7
155	1139	5606	1.25	6.16	6
154	977	4467	1.07	4.91	5
153	923	3490	1.01	3.84	4
152	719	2567	0.79	2.82	3
151	570	1848	0.63	2.03	2
150	430	1278	0.47	1.40	1
149	337	848	0.37	0.93	1
148	187	511	0.21	0.56	1
147	130	324	0.14	0.36	1
146	92	194	0.10	0.21	1
145	60	102	0.07	0.11	1
LESS THAN 145	42	42	0.05	0.05	1

Notes: *Students with valid scores are those students who attempted at least one item on the test.
Data received from LEAs after August [illegible], 2000 are not included in this table.

Table 41. 1999-00 End-of-Grade Multiple-Choice Test Results
Grade 3 Mean Scale Score by LEA - Reading

PRELIMINARY RESULTS

State	Mean Score*	2000 LEA Performance
	158.3	Quest Academy**
	152.7	Tiller School**
	152.3	Elkin City
	151.3	Summit Charter**
	151.1	Chapel Hill-Carrboro City
	150.7	Franklin Academy**
	150.1	Chatham Charter**, Macon
	149.7	Mitchell, Wake, Watauga
	149.5	Camden
	148.9	Carteret, Currituck, Mount Airy City, Mountain Community**, Pamlico
	148.7	American Renaissance**, Brevard Academy**, Cherokee, Clay, Yancey
	148.5	Henderson
	148.3	Ashe, Buncombe, Burke, Davidson, Transylvania
	148.1	Craven
	147.9	Madison, Mooresville City, New Hanover, Onslow, Polk, Roanoke Rapids City
	147.7	Haywood, Union
	147.5	Cabarrus, Davie, Gates, Greensboro Academy**, Johnston, Kings Mountain City, Orange
	147.3	Clinton City, Lenoir
	147.1	Alexander, Dare, Newton Conover City, Wilson
	146.9	Caldwell, Harnett, Moore, Pender, Rutherford, Swain
	146.7	Catawba, Community Charter**, Wilkes
1999.2000 State	146.5	Alleghany, Arapahoe**, Beaufort, Charlotte/Mecklenburg, Gaston, Kannapolis City, Lincoln, Lincoln Charter**, Rockingham, Stanly, Yadkin
	146.3	Avery, Evergreen Community**, Person, Sampson
	146.1	East Wake Academy**, Granville, Guilford, Jackson, Lexington City, Nash-Rocky Mount, Shelby City, Winston-Salem/Forsyth
	145.9	Asheville City, Brunswick, Children's Village Academy**, Durham, Iredell-Statesville, McDowell, Randolph, Rowan-Salisbury
1998 State	145.7	Chatham, Surry, Wayne
	145.5	Alamance-Burlington, Cleveland, Cumberland, Hickory City, Lee, Perquimans, Pitt, River Mill Charter**, Stokes, Tyrrell
	145.3	Asheboro City, Caswell, Graham, Jones
	144.9	Sterling Montessori**
	144.7	Duplin, Elizabeth City/Pasquotank, Franklin
	144.3	Richmond, STARS**
1997 State	144.1	Columbus, Francine Delany**, Greene, Halifax, Hoke, Whiteville City
1996 State	143.9	Edenton/Chowan, The Learning Center**
	143.7	Martin, Robeson, Scotland
1995 State	143.5	
	143.3	Thomasville City, Vance, Warren
	143.1	Edgecombe, Hyde
1994 State	142.9	Bladen
1993 State	142.7	Weldon City
	142.3	Northampton
	142.1	Anson, Washington
	141.9	Englemann**, Hertford, Montgomery
	141.7	Rocky Mt Charter Public**, Vance Charter**
	141.3	Bertie, Forsyth Academies**
	140.9	Phase Academy**
	140.5	Research Triangle**
	140.1	Dillard Academy**, Harnett Early Childhood**
	138.9	Northeast Raleigh**
	138.5	SPARC Academy**
	138.1	S.B. Howard**
	137.9	Healthy Start**
	136.9	Village Charter**
	136.7	C.G. Woodson**, Rowan Academy**
	136.3	Maureen Joy**
	136.1	Carter Community**, Turning Point**
	135.7	Sugar Creek**
	133.1	Bridges**
	132.1	East Winston Primary**
	131.5	Omuteko Gwamazima**
	*	Crossnore Academy**, Grandfather Academy**

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Notes: *Mean scale scores are rounded up to the nearest two-tenths of a point. *Data are not reported where number tested is fewer than five.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after July 25, 2000 are not included in this table.

Table 42. 1999-00 End-of-Grade Multiple-Choice Test Results
Grade 3 Mean Scale Score by LEA - Mathematics

PRELIMINARY RESULTS

State	Mean Score†	2000 LEA Performance
	158.5	Quest Academy**
	—	
	150.0	Elkin City
	149.5	Chapel Hill-Carrboro City
	—	
	148.5	Chatham Charter**, Tiller School**
	148.0	Franklin Academy**, Macon, Watauga
	147.5	Mitchell, Mount Airy City, Polk
	147.0	Camden, Carteret, Cherokee, Clay, Madison, Roanoke Rapids City, Wake
	146.5	Ashe, Brevard Academy**, Summit Charter**
	146.0	Arapahoe**, Buncombe, Burke, Davidson, Mountain Community**, Pamlico, Tyrrell, Yancey
	145.5	Currituck, Davie, New Hanover, Transylvania
	145.0	Avery, Cabarrus, Craven, Henderson, Onslow, Rutherford, Swain, Union, Wilkes
	144.5	Cleveland, Haywood, Jackson, Johnston, Kannapolis City, Kings Mountain City, Lenoir, Moore, Stanly, Yadkin
	144.0	Alexander, Beaufort, Clinton City, Gates, Harnett, Lincoln, Mooresville City, Newton Conver City, Orange, Pender, Sampson, Surry, Wilson
2000 State	143.5	Alamance-Burlington, Charlotte/Mecklenburg, Dare, Gaston, Nash-Rocky Mount, Randolph, Rockingham, Stokes
1997,1999 State	143.0	Alleghany, Asheboro City, Brunswick, Caldwell, Catawba, Chatham, Guilford, Lexington City, McDowell, Shelby City, Winston-Salem/Forsyth
1998 State	142.5	Asheville City, Caswell, Columbus, Cumberland, Durham, Granville, Iredell-Statesville, Jones, Lee, Martin, Rowan-Salisbury, Wayne
1996 State	142.0	Duplin, Graham, Hickory City, Person, Pitt, The Learning Center**
1995 State	141.5	Elizabeth City/Pasquotank, Franklin, Greensboro Academy**, Richmond, River Mill Charter**, Scotland
	141.0	East Wake Academy**, Evergreen Community**, Greene, Perquimans
	140.5	Bladen, Hoke, Robeson, Vance, Warren, Weldon City
1993,1994 State	140.0	Edenton/Chowan, Edgecombe, Halifax, Hyde, Montgomery
	139.5	Northampton, STARS**
	139.0	American Renaissance**, Anson, Thomasville City, Vance Charter**, Whiteville City
	138.5	Community Charter**, Hertford, Washington
	138.0	Bertie, Francine Delany**, Lincoln Charter**
	137.5	Sterling Montessori**
	137.0	Village Charter**
	136.5	Harnett Early Childhood**
	—	
	135.0	Forsyth Academies**, Northeast Raleigh**, Rocky Mt Charter Public**
	134.5	Bridges**
	—	
	133.0	C.G. Woodson**
	—	
	132.0	Children's Village Academy**, Rowan Academy**
	—	
	130.5	Healthy Start**
	130.0	Carter Community**, Dillard Academy**, Research Triangle**
	129.5	Phase Academy**
	129.0	Englemann**
	128.5	East Winston Primary**, Maureen Joy**, S.B. Howard**
	128.0	Turning Point**
	—	
	126.5	SPARC Academy**
	126.0	Sugar Creek**
	—	
	124.0	Omuteko Gwamaziima**
	*	Crossnore Academy**, Grandfather Academy**

Notes: †Mean scale scores are rounded up to the nearest five-tenths of a point. *Data are not reported where number tested is fewer than five.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after July 25, 2000 are not included in this table.

Table 43. 1999-00 End-of-Grade Multiple-Choice Test Results
Grade 4 Mean Scale Score by LEA - Reading

PRELIMINARY RESULTS

State	Mean Score†	2000 LEA Performance
	160.7	Magellan**
	...	
	156.1	Chapel Hill-Carrboro City
	...	
	154.5	Sterling Montessori**
	...	
	154.1	Lincoln Charter**, Watauga
	...	
	153.7	Greensboro Academy**
	153.5	Mountain Community**, Quest Academy**
	153.3	Clay, Franklin Academy**, Polk
	153.1	Transylvania
	152.9	Elkin City, Wake
	152.7	Avery, Macon
	152.5	Arapahoe**, Currituck, Henderson
	152.3	Buncombe, Mount Airy City
	...	
	151.9	Cabarrus, Dare, Haywood
	...	
	151.5	Orange
	151.3	Carteret, Cherokee, Davie, Kings Mountain City, Tiller School**
	151.1	Brevard Academy**, Davidson, Johnston, Onslow, Pamlico, Yancey
	150.9	Asheville City, Burke, Craven, Union
	150.7	Alleghany, Ashe, Camden, New Hanover, Village Charter**
	150.5	Gates, Moore, Mooresville City
	150.3	Brunswick, Catawba, McDowell, Mitchell, Newton Conover City, Pender, Swain, Wilkes
	150.1	Caldwell, Hickory City, Jackson, Person, Roanoke Rapids City, Yadkin
2000 State	149.9	Nash-Rocky Mount, Randolph, Rowan-Salisbury, Wilson
	149.7	Alexander, Asheboro City, Charlotte/Mecklenburg, Guilford, Iredell-Statesville, Lenoir
1999 State	149.5	Chatham, Clinton City, Graham, Rutherford, Surry, Winston-Salem/Forsyth
1998 State	149.3	Cleveland, Harnett, Madison, Wayne, Woods Charter**
	149.1	Cumberland, Kannapolis City, Pitt, Rockingham, Stanly, Tyrrell
	148.9	Franklin, Jones, Lee, Vance Charter**
1996 State	148.7	Alamance-Burlington, Beaufort, Duplin, Gaston, Greene, Stokes
1997 State	148.5	Evergreen Community**, Francine Delany**, Lincoln, Summit Charter**
	...	
	148.1	Durham, River Mill Charter**, Sampson
1994 State	147.9	Scotland
1995 State	147.7	Caswell, Shelby City
	147.5	Bridges**, Halifax, Richmond
	147.3	Elizabeth City/Pasquotank, Granville
1993 State	147.1	Perquimans, Whiteville City
	...	
	146.7	Forsyth Academies**, Robeson
	146.5	Edenton/Chowan, Lexington City, Martin
	146.3	Columbus
	146.1	Bladen, Hoke, Vance
	145.9	American Renaissance**, Northampton, Rocky Mt Charter Public**, STARS**, Warren, Washington
	145.7	Phase Academy**
	145.5	Children's Village Academy**
	145.3	Bertie
	145.1	Montgomery, Thomasville City
	144.9	Anson, Edgecombe, Hertford
	144.7	Chatham Charter**
	144.5	Hyde
	...	
	144.1	Community Charter**
	143.9	East Wake Academy**, S.B. Howard**
	...	
	143.5	Weldon City
	...	
	142.9	C.G. Woodson**
	142.7	Northeast Raleigh**, The Learning Center**
	...	
	142.3	Omuteko Gwamaziima**
	...	
	141.1	Harnett Early Childhood**
	140.9	Healthy Start**
	...	
	140.5	Sugar Creek**
	...	
	140.1	Englemann**, Rowan Academy**
	...	
	139.7	Carter Community**, SPARC Academy**
	...	
	138.9	East Winston Primary**, Turning Point**
	...	
	138.3	Maureen Joy**
	...	
	136.1	Research Triangle**
	*	Crossnore Academy**, Grandfather Academy**

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Notes: †Mean scale scores are rounded up to the nearest two-tenths of a point. *Data are not reported where number tested is fewer than five.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after July 25, 2000 are not included in this table.

Table 44. 1999-00 End-of-Grade Multiple-Choice Test Results
Grade 4 Mean Scale Score by LEA - Mathematics

PRELIMINARY RESULTS

State	Mean Score†	2000 LEA Performance
	164.5	Magellan**
	160.0	Arapahoe**
	159.5	Chapel Hill-Carrboro City, Quest Academy**
	158.5	Clay, Polk
	158.0	Watauga
	156.5	Avery, Camden, Currituck, Davie, Elkin City, Kings Mountain City, Transylvania
	156.0	Cabarrus, Henderson, Macon, Wake
	155.5	Buncombe, Cherokee, Davidson, Mount Airy City, Mountain Community**, Yadkin
	155.0	Ashe, Carteret, Jackson, Wilkes
	154.5	Dare, Haywood, Lincoln Charter**, New Hanover, Orange, Pamlico, Surry, Union, Yancey
	154.0	Alleghany, Brevard Academy**, Burke, Cleveland, Franklin Academy**, Greensboro Academy**, Johnston, Moore, Mooresville City, Onslow, Pender, Person, Randolph, Rutherford, Tyrrell
	153.5	Alamance-Burlington, Catawba, Duplin, Hickory City, Jones, Madison, Mitchell, Newton Conover City, Roanoke Rapids City, Swain, Tiller School**, Wilson
2000 State	153.0	Asheville City, Beaufort, Brunswick, Caldwell, Clinton City, Craven, Lincoln, Nash-Rocky Mount, Rowan-Salisbury, Winston-Salem/Forsyth
1999 State	152.5	Charlotte/Mecklenburg, Franklin, Gaston, Guilford, Iredell-Statesville, Stokes, Wayne
	152.0	Asheboro City, Chatham, Gates, Graham, Kannapolis City, Lee, Lenoir, McDowell, Pitt, Rockingham, Sampson, Stanly, Village Charter**
1998 State	151.5	Alexander, Cumberland, Harnett, Scotland
	151.0	Caswell, Forsyth Academies**, Greene, Halifax, Lexington City, Summit Charter**, Whiteville City
	150.5	Columbus, Durham, Elizabeth City/Pasquotank, Evergreen Community**, Granville, Richmond, Robeson, Shelby City
	150.0	Perquimans, Vance
1997 State	149.5	Anson, Edenton/Chowan, Hoke, Martin, Sterling Montessori**, Vance Charter**
	149.0	Bladen, Montgomery, Northampton, River Mill Charter**, Weldon City
1996 State	148.5	Bertie, Chatham Charter**, Hertford, Hyde, Warren
1995 State	148.0	Bridges**, C.G. Woodson**, Francine Delany**, Phase Academy**, S.B. Howard**, The Learning Center**, Washington
1994 State	147.5	Edgecombe
	147.0	Children's Village Academy**, Thomasville City
1993 State	146.5	
	145.5	Northeast Raleigh**, Rocky Mt Charter Public**, STARS**
	145.0	American Renaissance**
	143.0	East Wake Academy**, East Winston Primary**, Maureen Joy**
	142.5	Healthy Start**
	142.0	Community Charter**, Englemann**
	141.5	Harnett Early Childhood**, Omuteko Gwamaziima**
	141.0	Rowan Academy**, SPARC Academy**
	140.0	Woods Charter**
	139.0	Sugar Creek**, Turning Point**
	138.0	Carter Community**, Research Triangle**
	*	Crossnore Academy**, Grandfather Academy**

Notes: †Mean scale scores are rounded up to the nearest five-tenths of a point. *Data are not reported where number tested is fewer than five.

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Data received from LEAs after July 25, 2000 are not included in this table.

Table 45. 1999-00 End-of-Grade Multiple-Choice Test Results

Grade 5 Mean Scale Score by LEA - Reading

PRELIMINARY RESULTS

State	Meah Score'	2000 LEA Performance
	161.9	Tiller School**
	...	
	161.3	Magellan**
	...	
	160.9	Chapel Hill-Carrboro City
	...	
	160.3	Evergreen Community**, Lake Norman**
	...	
	159.9	Quest Academy**
	...	
	159.5	Transylvania
	...	
	158.5	Elkin City, Macon, Wake, Watauga
	158.3	Buncombe, Camden, Clay
	...	
	157.9	Pamlico
	157.7	Cabarrus, Haywood, Vance Charter**
	157.5	Brevard Academy**, Henderson, Madison, Summit Charter**, Village Charter**
	157.3	Ashe, Avery, Polk, Sterling Montessori**, Wilson
	157.1	Currituck, Davie, Yancey
	156.9	Cherokee, Greensboro Academy**, Mount Airy City
	156.7	Carteret, Dare, Gates, Johnston, MAST**, Woods Charter**
	156.5	East Wake Academy**, Moore, New Hanover, Tyrrell, Union
	156.3	Alleghany, Burke, Davidson, Kings Mountain City, Person
	156.1	Craven, McDowell, Mooresville City, Onslow, Orange, Stanly
	155.9	Rutherford
	155.7	Caldwell, Mountain Community**, Pender, Swain
	155.5	American Renaissance**, Lenoir, Rowan-Salisbury, Surry, Winston-Salem/Forsyth, Yadkin
2000 State	155.3	Alexander, Randolph, Wilkes
	155.1	Guilford, Nash-Rocky Mount, Roanoke Rapids City
	154.9	Alamance-Burlington, Catawba, Charlotte/Mecklenburg, Chatham, Duplin, Franklin Academy**, Gaston, Jones, Lincoln, Wayne
	154.7	Cleveland, Cumberland, Graham, Iredell-Statesville, Jackson, Lincoln Charter**, Perquimans, Rockingham
	154.5	Asheboro City, Hickory City, Mitchell, Newton Conover City, Sampson
1998,1999 State	154.3	Asheville City, Brunswick, Durham, Harnett, Phase Academy**
	154.1	Clinton City, Lee, Whiteville City
	153.9	Beaufort, Elizabeth City/Pasquotank, Franklin, Greene, Pitt, Stokes
	153.7	Columbus, Kannapolis City
	153.5	Arapahoe**, Forsyth Academies**, Lexington City
	153.3	Francine Delany**, River Mill Charter**, Shelby City
1997 State	153.1	Granville, Richmond
	152.9	Caswell, Halifax, Hoke
	152.7	Chatham Charter**, S.B. Howard**, Scotland, Vance
1995 State	152.5	Bladen
	...	
1996 State	152.1	Edenton/Chowan, Hyde, Montgomery, Northampton
	151.9	Martin
1994 State	151.7	
1993 State	151.5	The Learning Center**, Warren
	...	
	151.1	Edgecombe, Thomasville City
	150.9	Anson, Rocky Mt Charter Public**
	150.7	Hertford
	150.5	Northeast Raleigh**
	150.3	Robeson, Weldon City
	150.1	Bridges**
	...	
	149.7	Bertie
	149.5	Washington
	...	
	148.7	Community Charter**
	...	
	148.3	Children's Village Academy**, SPARC Academy**
	...	
	147.9	Harnett Early Childhood**
	...	
	147.5	Carter Community**
	147.3	C.G. Woodson**, Englemann**
	147.1	Turning Point**
	...	
	146.1	Rowan Academy**
	145.9	Sugar Creek**
	145.7	Maureen Joy**
	•	Crossnore Academy**, Grandfather Academy**, Omuteko Gwamaziima**

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Notes: ' Mean scale scores are rounded up to the nearest two-tenths of a point. •Data are not reported where number tested is fewer than five.
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Table 46. 1999-00 End-of-Grade Multiple-Choice Test Results Grade 5 Mean Scale Score by LEA - Mathematics

PRELIMINARY RESULTS

State	Mean Score†	2000 LEA Performance
	168.0	Magellan**
	...	
	167.0	Chapel Hill-Carrboro City, Lake Norman**
	...	
	166.0	Transylvania
	...	
	164.0	Brevard Academy**
	163.5	Elkin City, Mount Airy City, Quest Academy**
	163.0	Davie, Macon, Madison, Tiller School**, Village Charter**, Wake, Yancey
	162.5	Arapahoe**, Ashe, Avery, Kings Mountain City, Summit Charter**, Watauga
	162.0	Buncombe, Cabarrus, Cherokee, Currituck, Graham, Henderson, Pamlico, Polk
	161.5	Burke, Greensboro Academy**, Haywood, New Hanover, Rutherford, Surry, Union
	161.0	Carteret, Cleveland, Dare, Davidson, Johnston, Lincoln, Stanly, Vance Charter**, Wilkes, Wilson
	160.5	Clay, Evergreen Community**, Randolph, Swain
	160.0	Alamance-Burlington, Alleghany, Caldwell, Chatham Charter**, Craven, Gates, Lenoir, Moore, Newton Conover City, Onslow, Orange, Person, Roanoke Rapids City, Rowan-Salisbury, Tyrrell, Winston-Salem/Forsyth
1999,2000 State	159.5	Duplin, East Wake Academy**, Gaston, Hickory City, Lee, McDowell, Nash-Rocky Mount, Yadkin
	159.0	Alexander, Beaufort, Camden, Charlotte/Mecklenburg, Cumberland, Guilford, Jackson, Lexington City, Mooresville City, Pender, Perquimans, Sampson, Stokes, Wayne, Whiteville City
	158.5	Brunswick, Catawba, Elizabeth City/Pasquotank, Iredell-Statesville, Mountain Community**, Pitt, Rockingham, Shelby City
	158.0	Asheboro City, Asheville City, Chatham, Durham, Franklin Academy**, Hyde, MAST**, Sterling Montessori**
1998 State	157.5	Caswell, Clinton City, Columbus, Francine Delany**, Franklin, Greene, Halifax, Harnett, Jones, Kannapolis City, Vance
	157.0	Anson, Montgomery, Scotland
1997 State	156.5	Hoke, Northampton, Richmond
	156.0	Bladen, Weldon City
1996 State	155.5	Granville, Mitchell
	155.0	American Renaissance**, Bertie, Edenton/Chowan, Edgecombe, Lincoln Charter**, Martin, Northeast Raleigh**, The Learning Center**, Warren
1995 State	154.5	Forsyth Academies**, Hertford, S.B. Howard**
	154.0	Robeson
1994 State	153.5	Washington, Woods Charter**
	153.0	Thomasville City
1993 State	152.5	River Mill Charter**
	152.0	Bridges**, Rowan Academy**
	151.5	C.G. Woodson**
	...	
	150.5	Children's Village Academy**
	150.0	Carter Community**, Englemann**, Rocky Mt Charter Public**
	149.5	Phase Academy**
	...	
	148.0	Community Charter**, Maureen Joy**
	147.5	Turning Point**
	...	
	146.5	Harnett Early Childhood**
	...	
	144.5	SPARC Academy**
	...	
	143.0	Sugar Creek**
	*	Crossnore Academy**, Grandfather Academy**, Omuteko Gwamaziima**

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Data received from LEAs after July 25, 2000 are not included in this table.

Table 47. 1999-00 End-of-Grade Multiple-Choice Test Results
Grade 6 Mean Scale Score by LEA - Reading

PRELIMINARY RESULTS

State	Mean Score†	2000 LEA Performance
	165.5	Exploris**
	163.7	Chapel Hill-Carrboro City
	163.5	Mountain Community**
	163.3	Quest Academy**
	162.9	Magellan**
	162.5	Transylvania
	161.9	Franklin Academy**, Woods Charter**
	161.3	Clay
	161.1	Watauga
	160.5	Camden
	160.3	Sterling Montessori**
	160.1	Brevard Academy**
	159.7	Cherokee
	159.5	Lake Norman**
	159.3	Mount Airy City
	159.1	Ashe, Avery, Yancey
	158.9	Currituck, Wake
	158.7	Elkin City
	158.5	Buncombe, Henderson, Orange
	158.3	McDowell
	157.9	Cabarrus, Dare, Jackson, New Hanover, Pamlico
	157.7	Asheville City, Haywood, Newton Conover City, Stanly, Surry, Union
	157.5	Chatham, Davie, Downtown Middle**, Johnston, Macon, Mooresville City, Onslow, Wilkes
	157.3	Alleghany, Carteret, Davidson
	157.1	Burke, Madison, River Mill Charter**, Summit Charter**
	156.9	Alexander, Chatham Charter**, Craven, Guilford, Lincoln Charter**, Pender, Swain
1999 State	156.7	Asheboro City, Hyde, Kings Mountain City, Moore
	156.5	Caldwell, Catawba, Francine Delany**, Graham, Polk, Winston-Salem/Forsyth
2000 State	156.3	Cumberland, Rowan-Salisbury, Vance Charter**, Whiteville City, Yadkin
	156.1	Jones, Pitt, Richmond, Rutherford, Wayne
1998 State	155.9	Brunswick, Lee, Mitchell, Person, Randolph
1997 State	155.7	Lenoir, Rockingham, Stokes, Wilson
	155.5	Alamance-Burlington, Duplin, Gaston, Harnett, Iredell-Statesville
1996 State	155.3	Arapahoe**, Charlotte/Mecklenburg, Gates, Granville, Hickory City
	155.1	Caswell, Clinton City, Edenton/Chowan, Franklin, Sampson, Village Charter**
	154.9	Cleveland, East Wake Academy**, Kannapolis City, Nash-Rocky Mount, Roanoke Rapids City
	154.7	Durham, Lincoln, Shelby City
1994,1995 State	154.5	American Ren. Middle**, Beaufort, Elizabeth City/Pasquotank, Phase Academy**, Tyrrell
	154.3	Greene, Rocky Mt Charter Public**
1993 State	154.1	
	153.9	Halifax, Hoke, MAST**, Northampton, Scotland
	153.7	Columbus
	153.3	Montgomery
	153.1	Lexington City, Perquimans
	152.9	Anson, Bladen
	152.5	Englemann**, Evergreen Community**, Martin
	152.1	Warren
	151.7	Omuteko Gwamaziima**, Robeson
	151.5	Hertford, Tiller School**
	151.1	Edgecombe, Washington
	150.9	Vance
	150.7	Thomasville City
	150.5	S.B. Howard**
	150.1	Weldon City
	149.9	Bertie
	149.7	Imani Institute**
	149.5	Turning Point**
	148.9	Sankore School**
	148.7	Bridges**, C G Woodson**, Carter Community**
	148.5	Quality Education**
	147.5	SPARC Academy**
	147.1	The Learning Center**
	146.7	Provisions Academy**
	146.1	Crossnore Academy**
	145.5	Oma's Inc **
	144.9	CIS Academy**
	140.3	Lift Academy**
	137.9	Right Step**
	*	Grandfather Academy**, Kennedy Charter**, Lakeside School**

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Table 48. 1999-00 End-of-Grade Multiple-Choice Test Results
Grade 6 Mean Scale Score by LEA - Mathematics

PRELIMINARY RESULTS

State	Mean Score†	2000 LEA Performance
	180.0	Mountain Community**
	...	
	178.0	Magellan**
	...	
	174.5	Franklin Academy**, Quest Academy**
	...	
	173.5	Exploris**
	173.0	Chapel Hill-Carrboro City
	172.5	Transylvania
	172.0	Mount Airy City
	171.5	Brevard Academy**
	...	
	170.5	Avery, Watauga
	170.0	Camden, Kings Mountain City
	169.5	Currituck, Newton Conover City
	169.0	Ashe, Surry, Woods Charter**
	168.5	Buncombe, Elkin City, Haywood
	168.0	Henderson, Jackson, Sterling Montessori**, Union, Wake
	167.5	Alleghany, Arapahoe**, Burke, Cabarrus, Chatham Charter**, Cleveland, Lake Norman**, McDowell, Yancey
	167.0	Alexander, Cherokee, Davidson, Lee, Madison, New Hanover, Polk, Stanly, Wilkes
	166.5	Caswell, Catawba, Dare, Iredell-Statesville, Johnston, Mooresville City, Pender, Summit Charter**, Whiteville City
	166.0	Caldwell, Carteret, Chatham, Clay, Davie, Graham, Lenoir, Onslow, Orange, Pamlico, Wayne, Winston-Salem/Forsyth, Yadkin
2000 State	165.5	Francine Delany**, Gaston, Lincoln, Macon, Pitt, Shelby City, Stokes, Swain
1999 State	165.0	Asheville City, Brunswick, Guilford, Moore, Person, Roanoke Rapids City, Wilson
	164.5	Alamance-Burlington, Asheboro City, Craven, Harnett, Randolph, Richmond, Rockingham, Rowan-Salisbury, Rutherford
1998 State	164.0	Cumberland, Downtown Middle**, Duplin, Hickory City, Hyde, Sampson
	163.5	Anson, Charlotte/Mecklenburg, Clinton City, Edenton/Chowan, Greene, Hoke, Jones, Mitchell, Nash-Rocky Mount, Vance Charter**, Village Charter**
	163.0	Beaufort, Elizabeth City/Pasquotank, Franklin, Gates
	162.5	Columbus, Granville, Lincoln Charter**, Perquimans, Scotland
1997 State	162.0	Bladen, Halifax, Kannapolis City
1996 State	161.5	Durham, Hertford
	161.0	East Wake Academy**, Montgomery, Northampton, Tiller School**, Tyrrell
1995 State	160.5	American Ren. Middle**, Edgecombe, Lexington City, MAST**, Robeson
	160.0	Weldon City
1994 State	159.5	Phase Academy**
	159.0	Martin, River Mill Charter**, Thomasville City, Vance, Warren, Washington
1993 State	158.5	
	...	
	157.0	Bertie, Englemann**
	156.5	The Learning Center**
	156.0	C.G. Woodson**, Rocky Mt Charter Public**
	155.5	CIS Academy**, Provisions Academy**
	155.0	Imani Institute**, Sankore School**
	154.5	Crossnore Academy**, Evergreen Community**
	154.0	Bridges**, Omuteko Gwamaziima**
	153.5	Carter Community**, Turning Point**
	153.0	S.B. Howard**
	...	
	151.0	Quality Education**, SPARC Academy**
	...	
	149.0	Lift Academy**
	148.5	Right Step**
	148.0	Oma's Inc. **
	*	Grandfather Academy**, Kennedy Charter**, Lakeside School**

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Table 49. 1999-00 End-of-Grade Multiple-Choice Test Results
Grade 7 Mean Scale Score by LEA - Reading

PRELIMINARY RESULTS

State	Mean Score†	2000 LEA Performance
	167.7	Magellan**
	167.3	Exploris**
	166.5	Quest Academy**
	166.1	Chapel Hill-Carrboro City
	165.9	Orange Co. Charter**
	165.7	Francine Delany**, Watauga
	164.5	Sterling Montessori**
	164.1	River Mill Charter**
	163.9	Transylvania
	163.5	Summit Charter**
	163.3	Arapahoe**, Yancey
	162.9	Camden, Clay
	162.7	Brevard Academy**, Polk
	162.5	Elkin City, Thomas Jefferson**, Wake
	162.3	Evergreen Community**, Lake Norman**, Mount Airy City
	162.1	Alleghany, Buncombe, Cherokee
	161.9	Dare, Henderson
	161.7	Ashe
	161.5	Cabarrus, Orange
	161.3	Carteret, Davidson, Haywood, Mooresville City, New Hanover, Village Charter**
	161.1	Burke, Catawba, Johnston, Mitchell, Stanly
	160.9	Chatham, Moore, Surry, Swain, Union
	160.7	Jackson, MAST**, The Learning Center**
	160.5	Avery, Caldwell, Craven, Currituck, Davie, Wilkes
	160.3	Clinton City, Lincoln Charter**, Madison, Onslow, Roanoke Rapids City
	160.1	Brunswick, Graham, Kings Mountain City, McDowell, Pender, Winston-Salem/Forsyth, Yadkin
1999,2000 State	159.9	Asheboro City, Asheville City, Chatham Charter**, Downtown Middle**, East Wake Academy**, Gates, Guilford, Macon, Newton Conover City, Pamlico, Pitt, Woods Charter**
	159.7	American Ren. Middle**, Harnett
	159.5	Alexander, Iredell-Statesville, Lincoln, Rockingham, Whiteville City
	159.3	Granville, Lee, Rutherford, Stokes
1998 State	159.1	Alamance-Burlington, Beaufort, Cumberland, Randolph, Richmond, Rowan-Salisbury, Wayne, Wilson
	158.9	Cleveland, Duplin, Jones, Lenoir, Person, Rocky Mt Charter Public**
	158.7	Charlotte/Mecklenburg, Gaston, Hickory City
	158.5	Caswell, Durham, Edenton/Chowan, Scotland
1997 State	158.3	Columbus, Franklin, Nash-Rocky Mount, Perquimans, Sampson
1995 State	158.1	Elizabeth City/Pasquotank
1996 State	157.9	
	157.7	Oma's Inc. **, Shelby City
	157.5	Bladen, Kannapolis City, Montgomery, Northampton, Quality Education**, Thomasville City
1994 State	157.3	Greene, Hoke
1993 State	157.1	
	156.9	Hyde, Tyrrell
	156.7	Halifax, Martin
	156.5	Lexington City
	156.1	Phase Academy**
	155.9	Bertie
	155.7	Edgecombe, Vance, Warren
	155.5	Robeson
	155.1	Imani Institute**, Washington
	154.7	Anson
	154.5	Hertford
	154.3	Weldon City
	153.5	Bridges**
	153.1	C.G. Woodson**, Omuteko Gwamazima**, SPARC Academy**
	152.1	S.B. Howard**
	151.9	Provisions Academy**
	151.3	Carter Community**
	150.7	Lift Academy**
	150.5	Right Step**
	150.3	CIS Academy**
	149.3	Sankore School**
	145.5	Success Academy**
	*	Crossnore Academy**, Grandfather Academy**, Kennedy Charter**, Lakeside School**

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Table 50. 1999-00 End-of-Grade Multiple-Choice Test Results
Grade 7 Mean Scale Score by LEA - Mathematics

PRELIMINARY RESULTS

State	Mean Score†	2000 LEA Performance
	185.0	Magellan**
	...	
	180.0	Orange Co. Charter**
	179.5	Chapel Hill-Carrboro City, Exploris**
	...	
	178.5	Transylvania
	178.0	Francine Delany**
	177.5	Brevard Academy**, Lake Norman**, Watauga
	177.0	Graham, Mount Airy City, Quest Academy**
	176.5	Alleghany, Clay
	...	
	175.5	Summit Charter**, Yancey
	175.0	Arapahoe**, Ashe, Buncombe, Mooresville City
	174.5	Avery, Catawba, Haywood, Henderson, Newton Conover City, Polk, Thomas Jefferson**, Wake
	174.0	Johnston
	173.5	Cabarrus, Cherokee, Currituck, Davidson, Lee, Surry, Union
	173.0	Burke, Caldwell, Elkin City, Jackson, Moore, New Hanover, Perquimans, Stanly, Sterling Montessori**
	172.5	Brunswick, Camden, Chatham Charter**, Dare, Davie, Madison, Pamlico, Wilkes
	172.0	Carteret, Cleveland, Evergreen Community**, Harnett, Lenoir, Lincoln, McDowell, Pender, Swain
	171.5	Alamance-Burlington, Asheboro City, Gaston, Iredell-Statesville, Kings Mountain City, Mitchell, Onslow, Pitt, Randolph, River Mill Charter**, Roanoke Rapids City, Winston-Salem/Forsyth
1999.2000 State	171.0	Alexander, Asheville City, Beaufort, Chatham, Clinton City, Craven, Kannapolis City, Orange, Scotland, Wilson
	170.5	Downtown Middle**, East Wake Academy**, Gates, Hickory City, Macon, Wayne, Whiteville City
	170.0	Duplin, Guilford, Lincoln Charter**, MAST**, Nash-Rocky Mount, Rutherford, Stokes, The Learning Center**, Yadkin
1998 State	169.5	Charlotte/Mecklenburg, Edenton/Chowan, Montgomery, Richmond
	169.0	Bladen, Columbus, Franklin, Rockingham, Rowan-Salisbury
	168.5	Cumberland, Elizabeth City/Pasquotank, Granville, Person, Sampson, Shelby City, Village Charter**
	168.0	Durham, Thomasville City
1997 State	167.5	Halifax, Hoke, Jones
	167.0	American Ren. Middle**, Edgecombe, Greene, Lexington City, Northampton, Woods Charter**
1996 State	166.5	Caswell, Hyde, Robeson
1995 State	166.0	Bertie, Hertford, Martin
	165.5	Anson, Rocky Mt Charter Public**
1994 State	165.0	Tyrrell
1993 State	164.5	Vance, Warren
	164.0	Weldon City
	163.5	Washington
	...	
	161.5	Oma's Inc **, Quality Education**
	161.0	C G Woodson**
	160.5	Bridges**, Imani Institute**
	160.0	Phase Academy**, S B Howard**
	...	
	159.0	Sankore School**
	158.5	Provisions Academy**, SPARC Academy**
	158.0	CIS Academy**
	...	
	157.0	Carter Community**
	...	
	155.0	Lift Academy**, Right Step**, Success Academy**
	...	
	153.0	Omuteko Gwamaziima**
	*	Crossnore Academy**, Grandfather Academy**, Kennedy Charter**, Lakeside School**

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Data received from LEAs after July 25, 2000 are not included in this table.

Table 51. 1999-00 End-of-Grade Multiple-Choice Test Results PRELIMINARY
Grade 8 Mean Scale Score by LEA - Reading RESULTS

State	Mean Score†	2000 LEA Performance
	170.9	Magellan**
	170.5	Exploris**
	169.3	Quest Academy**
	168.7	Chapel Hill-Carrboro City
	167.9	Sterling Montessori**
	167.5	Arapahoe**
	166.9	Brevard Academy**
	166.7	Transylvania
	166.3	Watauga
	166.1	Summit Charter**, Thomas Jefferson**
	165.9	Alleghany
	165.7	Evergreen Community**, Yancey
	165.5	Clay
	165.3	Elkin City, Mount Airy City
	165.1	Wake
	164.9	Graham
	164.7	Buncombe, Cherokee, Swain
	164.3	Cabarrus, East Wake Academy**, Haywood, Henderson, Lake Norman**, McDowell, Polk
	164.1	Dare, Moore
	163.9	Avery, Burke, Carteret, Gates, Jackson, Johnston, Madison, Mitchell, Mooresville City, Stanly, Surry, Village Charter**
	163.7	Catawba, Chatham, Clinton City, Downtown Middle**, Newton Conover City, Pamlico, Union
	163.5	Ashe, Asheboro City, Craven, Currituck, Davie, Macon, New Hanover
	163.3	Guilford, Shelby City, Woods Charter**
	163.1	Kings Mountain City, Onslow, Orange, Pender
	162.9	Brunswick, Caldwell, Camden, Lenoir, Wilkes, Yadkin
2000 State	162.7	Davidson, Duplin, Granville, Iredell-Statesville, Person
	162.5	Alexander, MAST**, Rockingham, Wayne, Winston-Salem/Forsyth
1999 State	162.3	Lee, Martin, Pitt, Stokes
	162.1	Alamance-Burlington, American Ren. Middle**, Cumberland, Gaston, Nash-Rocky Mount, Richmond, Roanoke Rapids City, Rutherford
1998 State	161.9	Charlotte/Mecklenburg, Cleveland, Randolph, Wilson
	161.7	Asheville City, Durham, Edenton/Chowan, Harnett, Lincoln, Rowan-Salisbury, Whiteville City
	161.3	Elizabeth City/Pasquotank, Hickory City, Kannapolis City, Montgomery, Perquimans
	161.1	Franklin, River Mill Charter**, Scotland
1997 State	160.9	Beaufort, Northampton, Sampson
	160.7	Caswell, Chatham Charter**, Tyrrell
	160.5	Thomasville City
	160.3	Columbus, Hyde, Jones
1995,1996 State	160.1	Bladen, Lexington City
	159.9	Crossnore Academy**
1994 State	159.7	
	159.5	Anson, Vance
	159.3	Edgecombe, Hoke, Washington
	159.1	Phase Academy**, Warren
	158.9	Bertie, Robeson
1993 State	158.7	
	158.5	Greene
	158.3	Hertford
	157.9	Weldon City
	157.3	Quality Education**
	157.1	Halifax, Imani Institute**
	156.9	C.G. Woodson**
	156.7	Lakeside School**, The Learning Center**
	155.9	Bridges**
	155.7	Sankore School**
	154.5	Carter Community**, Right Step**
	154.3	Lift Academy**
	152.9	Provisions Academy**, SPARC Academy**
	152.7	Laurinburg Homework**
	152.5	Oma's Inc. **
	150.5	Grandfather Academy**
	148.1	CIS Academy**
	145.5	Kennedy Charter**
	*	Omuteko Gwamazima**, Success Academy**

Notes: †Mean scale scores are rounded up to the nearest two-tenths of a point. *Data are not reported where number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after July 25, 2000 are not included in this table.

Table 52. 1999-00 End-of-Grade Multiple-Choice Test Results
Grade 8 Mean Scale Score by LEA - Mathematics

PRELIMINARY RESULTS

State	Mean Score†	2000 LEA Performance
	190.0	Magellan**
	...	
	186.5	Exploris**
	...	
	185.0	Transylvania
	...	
	183.5	Chapel Hill-Carrboro City, Summit Charter**
	...	
	182.5	Arapahoe**
	182.0	Chatham Charter**
	181.5	Quest Academy**, Watauga, Yancey
	181.0	Clay, Lake Norman**
	180.5	Mount Airy City
	180.0	Brevard Academy**, Buncombe
	179.5	Graham, Haywood, Newton Conover City, Surry
	179.0	Cherokee, Elkin City, McDowell, Thomas Jefferson**
	178.5	Alleghany, Henderson, Jackson, Johnston, Madison, Mooresville City, Pender, Wake
	178.0	Avery, Catawba, Lee, Lenoir, MAST**, Perquimans
	177.5	Ashe, Cabarrus, Clinton City, Currituck, Dare, Davie, Macon, Pamlico, Stanly, Sterling Montessori**, Union, Wilkes
	177.0	Asheboro City, Moore, New Hanover, Polk, Swain
	176.5	Brunswick, Burke, Carteret, Davidson, Duplin, East Wake Academy**, Iredell-Statesville
	176.0	Caldwell, Hyde, Mitchell, Onslow, Randolph, Roanoke Rapids City, Village Charter**
2000 State	175.5	Alamance-Burlington, Cleveland, Craven, Downtown Middle**, Gates, Harnett, Kings Mountain City, Person, Scotland, Wilson
	175.0	Alexander, Nash-Rocky Mount, Richmond, Rockingham, Rutherford, Shelby City, Yadkin
1999 State	174.5	Beaufort, Camden, Chatham, Edenton/Chowan, Gaston, Granville, Guilford, Hickory City, Lincoln, Pitt, Rowan-Salisbury, Stokes, Wayne, Winston-Salem/Forsyth
1998 State	174.0	Asheville City, Orange, Whiteville City
	173.5	Franklin, Kannapolis City, Sampson
	173.0	Charlotte/Mecklenburg, Elizabeth City/Pasquotank, Montgomery
	172.5	American Ren. Middle**, Cumberland, Durham, Lexington City, Thomasville City, Tyrrell
	172.0	Bladen, Columbus, Edgecombe, Martin
1997 State	171.5	Evergreen Community**, Northampton, Robeson
1996 State	171.0	Halifax
1995 State	170.5	Anson, Hoke, Jones, Warren
	170.0	Vance, Washington, Woods Charter**
	169.5	Weldon City
1994 State	169.0	Greene, Hertford
1993 State	168.5	Bertie, Caswell, River Mill Charter**
	...	
	166.0	Phase Academy**
	165.5	Bridges**, The Learning Center**
	165.0	Crossnore Academy**, Laurinburg Homework**
	...	
	164.0	Sankore School**
	163.5	Imani Institute**
	...	
	162.0	C.G. Woodson**, Carter Community**, Right Step**
	161.5	Oma's Inc. **, Quality Education**
	...	
	160.0	Grandfather Academy**, Lift Academy**
	159.5	Lakeside School**
	159.0	Provisions Academy**
	...	
	156.0	SPARC Academy**
	...	
	155.0	CIS Academy**
	...	
	149.0	Kennedy Charter**
	*	Omuteko Gwamazima**, Success Academy**

Notes: †Mean scale scores are rounded up to the nearest five-tenths of a point. *Data are not reported where number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after July 25, 2000 are not included in this table.

Preliminary
High School Comprehensive
Test Results

Table 1. 1997-98 to 1999-00 North Carolina High School Comprehensive Multiple-Choice Test Results

Statewide Summary
Reading and Mathematics

PRELIMINARY RESULTS

	Reading		Mathematics	
	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV
	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I
1997-98	73,976	55.6%	73,635	54.9%
	163.3	11.9%	174.3	14.9%
Standard Deviation	10.2		13.5	
1998-99	75,470	61.1%	75,322	61.4%
	164.8	8.7%	176.3	11.7%
Standard Deviation	9.7		13.6	
1999-00	76,985	61.8%	76,725	64.7%
	165.0	8.8%	177.5	10.5%
Standard Deviation	9.8		13.8	

Note: Data received from LEAs after July 25, 2000 are not included in this table.

Table 2. 1997-98 to 1999-00 North Carolina High School Comprehensive Multiple-Choice Test Results
Percent of Students at Each Achievement Level by Gender and Ethnicity
Reading

Achievement Levels		All Students	Female	Male	American Indian	Asian	Black	Hispanic	Multi-Racial	White
Level I Students performing at Achievement Level I do not have sufficient mastery of knowledge and skills in the subject area to be successful at the next grade level.	1998	11.9	7.0	17.0	19.1	9.9	19.1	15.1	8.1	8.8
	1999	8.7	5.4	12.2	14.9	9.6	15.6	12.7	6.8	5.6
	2000	8.8	5.5	12.2	17.5	10.6	16.0	12.0	6.6	5.6
Level II Students performing at Achievement Level II demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at the next grade level.	1998	32.5	31.1	34.0	41.8	30.5	46.1	39.9	26.4	26.7
	1999	30.2	28.8	31.5	42.3	30.3	46.0	38.8	27.5	23.2
	2000	29.4	27.7	31.2	40.3	31.3	44.6	39.4	22.6	22.8
Level III Students performing at Achievement Level III consistently demonstrate mastery of the grade level subject matter and skills and are well-prepared for the next grade level.	1998	41.0	45.5	36.4	34.2	40.2	31.0	36.6	43.8	45.4
	1999	45.2	48.6	41.7	37.9	40.3	34.6	39.7	45.5	50.0
	2000	45.4	49.0	41.8	36.5	40.4	35.6	40.3	51.5	49.8
Level IV Students performing at Achievement Level IV consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.	1998	14.6	16.4	12.6	4.9	19.4	3.7	8.4	21.7	19.1
	1999	15.9	17.3	14.6	5.0	19.9	3.8	8.8	20.3	21.2
	2000	16.3	17.9	14.8	5.7	17.7	3.9	8.4	19.3	21.8

High School Comprehensive Test Achievement Level Ranges - Reading

Level I	Level II	Level III	Level IV
132-150	151-162	163-174	175-201

Notes: Percents are rounded to the nearest tenth. Due to rounding, data may not add to 100%.
Data received from LEAs after July 25, 2000 are not included in this table.

PRELIMINARY
RESULTS

Table 3. 1997-98 to 1999-00 North Carolina High School Comprehensive Multiple-Choice Test Results
Percent of Students at Each Achievement Level by Gender and Ethnicity
Mathematics

Achievement Levels		All Students	Female	Male	American Indian	Asian	Black	Hispanic	Multi-Racial	White
Level I Students performing at Achievement Level I do not have sufficient mastery of knowledge and skills in the subject area to be successful at the next grade level.	1998	14.9	12.8	17.1	24.2	7.8	26.2	18.3	15.7	10.2
	1999	11.7	10.6	12.9	16.5	8.1	22.8	15.2	11.6	7.1
	2000	10.5	9.1	11.9	18.6	7.4	20.5	14.6	10.3	6.3
Level II Students performing at Achievement Level II demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at the next grade level.	1998	30.2	30.1	30.3	41.2	18.8	42.0	37.8	25.7	25.3
	1999	26.8	26.9	26.7	38.5	21.2	40.4	34.6	28.0	21.0
	2000	24.8	24.6	25.0	36.3	19.0	38.6	31.7	23.4	19.0
Level III Students performing at Achievement Level III consistently demonstrate mastery of the grade level subject matter and skills and are well-prepared for the next grade level.	1998	38.8	41.6	35.9	29.9	38.5	28.6	35.9	36.4	43.3
	1999	41.9	44.0	39.9	38.7	35.6	32.5	39.5	39.8	46.2
	2000	42.7	45.0	40.2	37.3	39.9	35.1	43.3	45.1	45.9
Level IV Students performing at Achievement Level IV consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.	1998	16.0	15.5	16.6	4.8	34.9	3.2	8.0	22.1	21.2
	1999	19.5	18.5	20.5	6.2	35.1	4.3	10.7	20.7	25.7
	2000	22.0	21.2	22.8	7.7	33.7	5.8	10.4	21.2	28.9

High School Comprehensive Test Achievement Level Ranges - Mathematics

Level I	Level II	Level III	Level IV
141-159	160-171	172-188	189-226

Notes: Percents are rounded to the nearest tenth. Due to rounding, data may not add to 100%.
Data received from LEAs after July 25, 2000 are not included in this table.

PRELIMINARY RESULTS

Table 4. 1999-00 North Carolina High School Comprehensive Multiple-Choice Test Results
Performance of Students with Special Needs

Category	Number Tested	Percent[1]	Percent at or above Level III Reading[2]	Percent at or above Level III Mathematics[2]	Average Scale Score Reading	Average Scale Score Mathematics
All Students	76,985	100.0	61.8	64.7	165.0	177.5
Not Exceptional	63,843	83.1	61.2	64.2	164.6	176.6
Academically Gifted	7,417	9.7	96.8	97.6	175.4	193.9
Students with Disabilities	5,977	7.8	NA	NA	NA	NA
Behaviorally-Emotionally Handicapped	398	0.5	16.1	14.9	152.9	161.4
Hearing Impaired	72	0.1	27.8	31.9	156.9	167.0
Educable Mentally Handicapped	685	0.9	2.3	2.5	149.1	158.0
Specific Learning Disabled	3,599	4.7	22.8	29.7	155.6	166.9
Speech-Language Impaired	70	0.1	27.1	31.0	156.6	167.6
Visually Impaired	52	0.1	53.8	46.2	162.6	172.3
Other Health Impaired	529	0.7	33.6	36.2	158.2	168.8
Orthopedically Impaired	39	0.1	46.2	36.1	162.3	168.8
Traumatic Brain Injured	18	0.0	*	*	*	*
Other Exceptional Classifications	87	0.1	34.5	43.5	158.6	171.2
Section 504	428	0.6	44.9	48.5	161.5	173.0
Limited English Proficient	583	0.8	24.7	40.8	155.9	170.0
Not Served by Title I	73,993	96.1	62.4	65.3	165.1	177.7
Schoolwide Title I Program	1,753	2.3	44.3	46.2	161.0	171.6
Targeted Assistance	73	0.1	31.5	29.6	157.0	166.3
Migrant	169	0.2	36.7	54.1	160.2	173.3

Notes: *No scores are reported for groups with fewer than thirty students.

[1] Percent for "Not Exceptional" through "Other Exceptional Classifications" is based on the sum of the students in those categories. Percent for "Section 504" through "Migrant" is based on the number tested in the "All Students" category.

[2] The standard for grade-level proficiency is a test score at Level III or above on end-of-grade tests in reading and mathematics.

The "All Students" and "Not Exceptional" categories are shown for the purpose of comparison.

"Not Exceptional", "Academically Gifted", and "Students with Disabilities" do not sum to "All Students" because some students did not indicate whether or not they were classified exceptional.

All data rounded to the nearest tenth, therefore exceptional categories may not sum to 100%.

"Number Tested" is the number of students who took the end-of-grade test in reading.

Data received from LEAs after July 25, 2000 are not included in this table.

PRELIMINARY RESULTS

Table 5. 1999-00 North Carolina High School Comprehensive Multiple-Choice Test Results
Performance of Students Using Accommodations

Category	Number Tested	Percent	Percent at or above Level III Reading	Percent at or above Level III Mathematics	Average Scale Score Reading	Average Scale Score Mathematics
All Students	76,985	100.0	61.8	64.7	165.0	177.5
Braille Edition	7	0.1	*	*	*	*
Large Print	36	0.4	58.3	55.6	162.8	174.3
Assistive Technology	8	0.1	*	*	*	*
Braille Writer	7	0.1	*	*	*	*
Cranmer Abacus	3	0.0	*	*	*	*
Dictation to Scribe	17	0.2	*	*	*	*
Interpreter Signs Test	14	0.1	*	*	*	*
Magnification Devices	5	0.1	*	*	*	*
Student Marks in Test Book	667	7.0	17.7	24.3	154.2	165.0
Test Administrator Reads Test Aloud	1,416	14.8	8.1	17.8	151.6	163.1
Use of Typewriter or Word Processor	6	0.1	*	*	*	*
Hospital/Home Testing	23	0.2	*	*	*	*
Multiple Test Sessions	335	3.5	11.9	17.9	153.1	163.3
Scheduled Extended Time	3,703	38.7	21.8	27.8	155.1	166.2
Testing in a Separate Room	3,163	33.1	16.3	22.2	153.6	164.4
English/Native Language Dictionary/Electronic Translator	149	1.6	20.1	37.4	156.0	170.6
One Test Item per Page	2	0.0	*	*	*	*

Notes: *No scores are reported for groups with fewer than thirty students

Accommodations reported may have been implemented only for reading, only for mathematics, or for both portions of the test

Accommodations are available for students with disabilities, limited English proficiency, or temporary disabilities

All data rounded to the nearest tenth, therefore accommodation categories may not sum to 100%

"Number tested" is the number of students who took the High School Comprehensive test in reading

Data received from LEAs after July 25, 2000 are not included in this table

PRELIMINARY RESULTS

Table 6. 1999-00 North Carolina High School Comprehensive Multiple-Choice Test Results
Characteristics and Performance

	N	Percent	Percent at or above Level III Reading	Percent at or above Level III Mathematics	Average Scale Score Reading	Average Scale Score Mathematics
All Students	76,985	100.0	61.8	64.7	165.0	177.5
Gender						
Male	38,107	49.5	56.6	63.1	163.7	177.4
Female	38,874	50.5	66.8	66.3	166.2	177.7
Ethnic Group						
American Indian	1,082	1.4	42.2	45.1	160.2	170.7
Asian	1,562	2.0	58.1	73.6	164.5	182.3
Black	20,690	26.9	39.4	40.9	159.9	169.6
Hispanic	1,663	2.2	48.6	53.7	161.9	173.0
Multi-Racial	602	0.8	70.8	66.3	166.6	177.7
White	51,273	66.6	71.6	74.7	167.2	180.8
Other	111	0.1	71.2	67.5	167.1	179.4
Courses Taken*						
Pre-Algebra	40,866	53.1	69.3	71.3	166.8	180.0
Algebra IA	26,682	34.7	50.8	52.9	162.4	173.0
Algebra I or IB	53,701	69.8	68.8	72.1	166.6	179.8
Technical Math	4,445	5.8	50.7	55.0	162.4	173.9
Geometry	43,163	56.1	79.9	85.0	169.0	183.8
Algebra II	21,238	27.6	90.9	95.4	172.5	191.0
Advanced Math	2,435	3.2	92.0	94.2	174.8	197.8
Parental Education						
Did not finish high school	4,794	6.4	34.6	40.2	158.7	169.2
High school graduate	19,727	26.4	47.1	52.1	161.6	172.8
After high school education	6,301	8.4	64.5	65.3	165.1	176.9
Trade or business school	2,850	3.8	58.3	59.4	163.8	175.3
Community college	13,732	18.4	64.1	66.8	165.1	177.1
Four year college	18,747	25.1	73.7	75.9	167.7	181.6
Graduate school	8,682	11.6	84.4	85.4	171.5	187.4
Hours of Homework (per week)						
None assigned	1,291	1.7	26.6	28.9	155.9	166.6
1 hour or less	17,329	22.8	46.6	51.1	161.4	172.7
1 to 3 hours	33,343	43.8	60.4	63.2	164.5	176.3
More than 3, less than 5 hours	11,792	15.5	77.5	79.2	168.6	182.6
Between 5-10 hours	7,849	10.3	84.7	86.5	170.9	186.5
More than 10 hours	2,139	2.8	86.3	88.7	172.2	190.1
Assigned but not done	2,311	3.0	45.1	49.4	160.5	172.8
Days Absent (so far this year)						
0-7 days	53,828	70.5	66.9	70.6	166.2	179.6
8-14 days	15,187	19.9	53.8	55.1	163.0	174.0
15-21 days	4,530	5.9	44.8	46.0	160.8	171.0
More than 21 days	2,800	3.7	38.1	36.8	159.1	168.5

Notes: "N" is the number of students who took the High School Comprehensive test in reading.
Data received from LEAs after July 25, 2000 are not included in this table.
*Students may identify more than one Course Taken, therefore, N will be greater than All Students and Percent will sum greater than 100

Table 7. 1999-00 Number of Students Tested, Exempt, and Absent
High School Comprehensive

PRELIMINARY RESULTS

Subgroup	Membership	Reading						Mathematics					
		Number Tested	Percent Tested	Number Exempted	Percent Exempted	Number Absent	Percent Absent	Number Tested	Percent Tested	Number Exempted	Percent Exempted	Number Absent	Percent Absent
Total	80,731	76,064	94.2	1,885	2.3	2,782	3.4	75,809	93.9	1,891	2.3	3,031	3.8
Female	40,289	38,364	95.2	691	1.7	1,234	3.1	38,249	94.9	693	1.7	1,347	3.3
Male	40,438	37,696	93.2	1,194	3.0	1,548	3.8	37,556	92.9	1,198	3.0	1,684	4.2
Asian	1,677	1,564	93.3	64	3.8	49	2.9	1,563	93.2	64	3.8	50	3.0
Black	22,072	19,973	90.5	850	3.9	1,249	5.7	19,855	90.0	850	3.9	1,367	6.2
Hispanic	1,877	1,651	88.0	144	7.7	82	4.4	1,639	87.3	144	7.7	94	5.0
American Indian	1,150	1,080	93.9	36	3.1	34	3.0	1,072	93.2	37	3.2	41	3.6
Multiracial	600	577	96.2	8	1.3	15	2.5	565	94.2	8	1.3	27	4.5
White	53,235	51,105	96.0	782	1.5	1,348	2.5	50,998	95.8	787	1.5	1,450	2.7
Title I	2,099	1,878	89.5	63	3.0	158	7.5	1,871	89.1	63	3.0	165	7.9
Statewide Program	2,030	1,821	89.7	63	3.1	146	7.2	1,816	89.5	63	3.1	151	7.4
Targeted Assistance	69	57	82.6	0	0.0	12	17.4	55	79.7	0	0.0	14	20.3
Migrant	298	269	90.3	15	5.0	14	4.7	272	91.3	15	5.0	11	3.7
LEP	762	587	77.0	158	20.7	17	2.2	582	76.4	158	20.7	22	2.9
Disability	7,499	5,505	73.4	1,609	21.5	385	5.1	5,459	72.8	1,613	21.5	427	5.7

Notes: Data includes information received by August 1, 2000 from public (including charter) and Department of Health and Human Services schools.

PRELIMINARY RESULTS

Table 8. 1999-00 North Carolina High School Comprehensive Test Goal Summary Report

	Developmental Score Mean	Number of Observations*	# of Items	Percent Correct**
READING (Average of Averages)	164.8	75,498	71	
GOAL 1: Use strategies and processes that enhance control of communications skills development.			18	64.6
GOAL 2: Use language for the acquisition, interpretation, and application of information.			163	55.5
OBJ 2.1: Identify, collect or select information and ideas.			54	59.4
OBJ 2.2: Analyze, synthesize, and organize information and ideas and discover related ideas, concepts or generalizations.			72	53.2
OBJ 2.3: Apply, extend, and expand on information and concepts.			37	54.2
GOAL 3: Use language for critical analysis and evaluation.			32	59.5
OBJ 3.1: Assess the validity and accuracy of information and ideas			4	
OBJ 3.2: Determine the value of information and ideas			13	67.0
OBJ 3.3: Develop criteria and evaluate the quality, relevance, and importance of the information and ideas			15	53.3
MATHEMATICS (Average of Averages)	176.3	75,365	70	
GOAL 1: Numerical Relationships			21	58.4
OBJ 1.1: Perform operations with real numbers			3	
OBJ 1.2: Solve problems involving number theory			9	60.2
OBJ 1.3: Solve problems using ratios, proportions, and percents			9	49.8
GOAL 2: Growth and Measurement			63	44.6
OBJ 2.1: Geometric problems using two and three-dimensional shapes			18	51.3
OBJ 2.2: Solve problems using properties of angles, lines, and planes			9	55.8
OBJ 2.3: Solve problems using perimeter, area, and volume formulas			15	32.6
OBJ 2.4: Solve problems using right triangle relationships			12	38.6
OBJ 2.5: Transform polygons in the coordinate plane			9	47.9
GOAL 3: Algebraic Concepts			72	48.7
OBJ 3.1: Use the language of algebra and formulas to solve problems			13	55.2
OBJ 3.2: Demonstrate an understanding of relations and functions			12	54.5
OBJ 3.3: Graph and use linear equations and inequalities			14	47.7
OBJ 3.4: Solve problems that involve nonlinear equations			14	43.4
OBJ 3.5: Use an appropriate method to solve problems involving systems of equations and inequalities			14	39.4
OBJ 3.6: Perform operations with polynomials			5	61.1
GOAL 4: Data Analysis			54	43.7
OBJ 4.1: Solve real world problems using statistics			23	55.5
OBJ 4.2: Solve real world problems using probability			21	37.7
OBJ 4.3: Fit a line or curve to a set of data			10	29.5

	A	B	C
NUMBER OF STUDENTS TAKING FORM	25,242	25,136	25,120

Notes: *"Number of Observations" includes students who attempted at least one item on the test.

**"Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective.

Data received from LEAs after July 25, 2000 are not included in this table.

Table 9. 1999-00 North Carolina High School Comprehensive Test Distribution of Scale Scores - Reading

PRELIMINARY RESULTS

Number of Students with Valid Scores*	75,498	High Score	198
		Low Score	132
Mean	164.8		
Standard Deviation	9.8		

State Percentiles	Scale Score
90	177.1
75	171.8
50 (Median)	165.3
25	158.3
10	151.3

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	STATE PERCENTILES
198	1	75498	0.00	100.00	99
197	7	75497	0.01	100.00	99
195	2	75490	0.00	99.99	99
194	6	75488	0.01	99.99	99
193	9	75482	0.01	99.98	99
192	25	75473	0.03	99.97	99
191	17	75448	0.02	99.93	99
190	72	75431	0.10	99.91	99
189	87	75359	0.12	99.82	99
188	84	75272	0.11	99.70	99
187	175	75188	0.23	99.59	99
186	182	75013	0.24	99.36	99
185	117	74831	0.15	99.12	99
184	422	74714	0.56	98.96	99
183	548	74292	0.73	98.40	98
182	713	73744	0.94	97.68	98
181	858	73031	1.14	96.73	97
180	1005	72173	1.33	95.60	96
179	1167	71168	1.55	94.26	95
178	1332	70001	1.76	92.72	93
177	1879	68669	2.49	90.95	91
176	1618	66790	2.14	88.47	89
175	1701	65172	2.25	86.32	87
174	2379	63471	3.15	84.07	84
173	2493	61092	3.30	80.92	82
172	2653	58599	3.51	77.62	79
171	2804	55946	3.71	74.10	76
170	2740	53142	3.63	70.39	73
169	2822	50402	3.74	66.76	69
168	3677	47580	4.87	63.02	66
167	2863	43903	3.79	58.15	62
166	2269	41040	3.01	54.36	58
165	4356	38771	5.77	51.35	55
164	2200	34415	2.91	45.58	51
163	2819	32215	3.73	42.67	47
162	2073	29396	2.75	38.94	43
161	4221	27323	5.59	36.19	40
160	1999	23102	2.65	30.60	36
159	1875	21103	2.48	27.95	32
158	2270	19228	3.01	25.47	30
157	2336	16958	3.09	22.46	27
156	1532	14622	2.03	19.37	24
155	1995	13090	2.64	17.34	22
154	1322	11095	1.75	14.70	19
153	828	9773	1.10	12.94	17
152	1184	8945	1.57	11.85	15
151	1141	7761	1.51	10.28	13
150	979	6620	1.30	8.77	11
149	977	5641	1.29	7.47	9
148	854	4664	1.13	6.18	8
147	802	3810	1.06	5.05	7
146	445	3008	0.59	3.98	6
145	465	2563	0.62	3.39	5
144	551	2098	0.73	2.78	4
143	448	1547	0.59	2.05	3
Less than 142	1099	1099	1.46	1.46	12

Notes: *Students with valid scores are those students who attempted at least one item on the test.
Data received from LEAs after July 25, 2000 are not included in this table.

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Table 10. 1999-00 North Carolina High School Comprehensive Test
Distribution of Scale Scores – Mathematics

PRELIMINARY RESULTS

Number of Students with Valid Scores* 75,365

High Score 226

Low Score 141

Mean 176.3

Standard Deviation 13.6

State Percentiles	Scale Score
90	194.9
75	185.7
50 (Median)	176.0
25	165.6
10	158.8

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	STATE PERCENTILES
226	1	75365	0.00	100.00	99
225	2	75364	0.00	100.00	99
223	15	75362	0.02	100.00	99
221	29	75347	0.04	99.98	99
220	15	75318	0.02	99.94	99
218	46	75303	0.06	99.92	99
217	23	75257	0.03	99.86	99
216	50	75234	0.07	99.83	99
215	38	75184	0.05	99.76	99
214	78	75146	0.10	99.71	99
213	56	75068	0.07	99.61	99
212	109	75012	0.14	99.53	99
211	70	74903	0.09	99.39	99
210	143	74833	0.19	99.29	99
209	96	74690	0.13	99.10	99
208	186	74594	0.25	98.98	99
207	296	74408	0.39	98.73	99
206	226	74112	0.30	98.34	99
205	277	73886	0.37	98.04	98
204	275	73609	0.36	97.67	98
203	322	73334	0.43	97.31	98
202	495	73012	0.66	96.88	97
201	552	72517	0.73	96.22	97
200	662	71965	0.88	95.49	96
199	731	71303	0.97	94.61	95
198	464	70572	0.62	93.64	95
197	741	70108	0.98	93.02	94
196	801	69367	1.06	92.04	93
195	1160	68566	1.54	90.98	92
194	923	67406	1.22	89.44	91
193	923	66483	1.22	88.21	90
192	985	65560	1.31	86.99	89
191	1081	64575	1.43	85.68	88
190	1530	63494	2.03	84.25	86
189	1263	61964	1.68	82.22	85
188	1709	60701	2.27	80.54	83
187	1397	58992	1.85	78.28	81
186	1416	57595	1.88	76.42	80
185	1488	56179	1.97	74.54	78
184	1607	54691	2.13	72.57	76
183	1636	53084	2.17	70.44	74
182	1760	51448	2.34	68.27	72
181	2398	49688	3.18	65.93	70
180	1906	47290	2.53	62.75	67
179	2084	45384	2.77	60.22	64
178	2114	43300	2.81	57.45	62
177	2271	41186	3.01	54.65	59
176	2375	38915	3.15	51.64	56
175	1695	36540	2.25	48.48	54
174	1622	34845	2.15	46.23	52
173	1579	33223	2.10	44.08	50
172	2535	31644	3.36	41.99	47
171	2538	29109	3.37	38.62	43
170	1733	26571	2.30	35.26	40
169	910	24838	1.21	32.96	38
168	2619	23928	3.48	31.75	36
167	1724	21309	2.29	28.27	33

Table 10. 1999-00 North Carolina High School Comprehensive Test
Distribution of Scale Scores – Mathematics (continued)

PRELIMINARY RESULTS

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	STATE PERCENTILES
166	848	19585	1.13	25.99	31
165	2628	18737	3.49	24.86	28
164	855	16109	1.13	21.37	26
163	1713	15254	2.27	20.24	24
162	2414	13541	3.20	17.97	21
161	808	11127	1.07	14.76	18
160	1426	10319	1.89	13.69	16
159	1995	8893	2.65	11.80	13
158	630	6898	0.84	9.15	11
157	1109	6268	1.47	8.32	10
156	1439	5159	1.91	6.85	8
155	876	3720	1.16	4.94	6
154	640	2844	0.85	3.77	4
153	573	2204	0.76	2.92	3
152	625	1631	0.83	2.16	2
151	379	1006	0.50	1.33	1
150	243	627	0.32	0.83	1
149	170	384	0.23	0.51	1
148	78	214	0.10	0.28	1
147	24	136	0.03	0.18	1
146	11	112	0.01	0.15	1
145	4	101	0.01	0.13	1
144	8	97	0.01	0.13	1
143	43	89	0.06	0.12	1
142	22	46	0.03	0.06	1
141	24	24	0.03	0.03	1

Notes: *Students with valid scores are those students who attempted at least one item on the test.
Data received from LEAs after July 25, 2000 are not included in this table.

PRELIMINARY RESULTS

Table 11. 1999-00 North Carolina High School Comprehensive Multiple-Choice Test Results
Mean Scale Score by LEA - Mathematics

State	Mean Score'	2000 LEA Performance
	190.5	Chapel Hill-Carrboro City
	...	
	189.0	Raleigh Charter HS**
	...	
	187.0	Clay
	...	
	184.0	Elkin City, Watauga
	183.5	Transylvania, Wake
	...	
	182.0	Asheville City, Buncombe, Dare
	181.5	Cherokee, Mount Airy City, Newton Conover City, Roanoke Rapids City
	181.0	Cabarrus, New Hanover, Polk
	180.5	Henderson
	180.0	Asheboro City, Perquimans, Shelby City, Yancey
	179.5	Davie, Haywood, Johnston, Macon, Orange, Union
	179.0	Alexander, Guilford, Lee, Mooresville City, Pitt, Winston-Salem/Forsyth
	178.5	Alleghany, Avery, Burke, Carteret, Currituck, Iredell-Statesville, McDowell, Stanly
	178.0	Alamance-Burlington, Catawba, Charlotte/Mecklenburg, Durham, Lenoir, Mitchell, Surry, Wilkes
2000 State	177.5	Ashe, Davidson, Granville, Jackson, Moore
	177.0	Caldwell, Craven
1999 State	176.5	Brunswick, Graham, Kannapolis City, Lincoln, Onslow, Pender, Scotland
	176.0	Camden, Chatham, Cleveland, Gaston, Gates, Harnett, Kings Mountain City, Pamlico, Randolph, Rockingham, Sampson, Stokes, Woods Charter**
	175.5	Beaufort, Duplin, Franklin, Person, River Mill Charter**, Thomasville City, Wilson, Yadkin
	175.0	Clinton City, Hyde, Nash-Rocky Mount, Rowan-Salisbury, Rutherford, Swain, Wayne
1998 State	174.5	Madison, Martin, New Century**, Whiteville City
	174.0	Edenton/Chowan, Edgecombe, Greene, Lexington City, Montgomery
	173.5	Cumberland
	173.0	Hoke
	172.5	Columbus, Elizabeth City/Pasquotank, Washington
	172.0	Anson, Caswell, Northampton, Vance
	171.5	Richmond
	171.0	Bladen, Tyrrell
	170.5	Cape Lookout Marine**, Laurinburg Homework**, Robeson
	170.0	J.H. Baker Jr High**
	169.5	Bertie
	169.0	Jones
	168.5	Warren
	168.0	Hertford
	...	
	167.0	Halifax
	166.5	Weldon City
	...	
	163.5	Kennedy Charter**
	163.0	Wayne Academy**
	162.5	Provisions Academy**
	162.0	Oma's Inc. **
	...	
	161.0	Right Step**
	...	
	158.5	Laurinburg**
	*	Grandfather Academy**, Lakeside School**, Quest Academy**

Notes 'Scale scores are rounded up to the nearest five-tenths of a point *Data are not reported where number tested is fewer than five

**Denotes a charter school For reporting purposes the charter school name has been abbreviated The complete charter school name can be found in the Appendix

Data received from LEAs after July 25, 2000 are not included in this table

PRELIMINARY
RESULTS

Table 12. 1999-00 North Carolina High School Comprehensive Multiple-Choice Test Results
Mean Scale Score by LEA - Reading

State	Mean Score'	2000 LEA Performance
	174.1	Raleigh Charter HS**
	173.1	Chapel Hill-Carrboro City
	169.3	Watauga
	168.9	Clay, Wake
	168.7	Elkin City
	168.1	Mitchell, Transylvania
	167.7	Asheville City, Buncombe, New Century**, New Hanover
	167.3	Newton Conover City, Yancey
	167.1	Asheboro City, Mooresville City
	166.9	Cabarrus, Polk, Roanoke Rapids City, Woods Charter**
	166.7	Henderson, Lee, Macon, Shelby City
	166.5	Cherokee
	166.3	Davie, Haywood, Orange, Union, Winston-Salem/Forsyth
	166.1	Avery, Burke, Dare, Johnston, Perquimans
	165.9	Carteret, Granville
	165.7	Alamance-Burlington, Guilford
	165.5	Pitt
	165.3	Craven
2000 State	165.1	Alexander, Jackson, Kings Mountain City, Moore, Mount Airy City, Onslow, Pender
1999 State	164.9	Alleghany, Duplin, Durham, Gaston, Lenoir, McDowell
	164.7	Charlotte/Mecklenburg, Currituck, Iredell-Statesville, Stanly
	164.5	River Mill Charter**, Surry
	164.3	Cleveland, Davidson, Rockingham, Wayne
	164.1	Ashe, Randolph, Swain, Wilkes
	163.9	Brunswick, Caldwell, Catawba, Cumberland, Stokes
	163.7	Clinton City, Harnett, Lincoln, Person, Rutherford, Whiteville City
	163.5	Camden, Chatham, Kannapolis City, Yadkin
1998 State	163.3	Beaufort, Gates, Graham
	163.1	Franklin, Lexington City, Rowan-Salisbury, Sampson
	162.9	Caswell, Hyde, Madison, Nash-Rocky Mount, Pamlico, Scotland
	162.7	Martin, Montgomery
	162.5	Edenton/Chowan, Wilson
	162.3	Elizabeth City/Pasquotank
	161.9	Columbus, Washington
	161.5	Northampton, Richmond
	161.3	Greene, Hoke, J.H. Baker Jr High**, Vance
	161.1	Cape Lookout Marine**, Edgecombe, Thomasville City
	160.7	Anson, Tyrrell
	160.3	Bladen
	160.1	Jones, Robeson
	159.7	Bertie
	159.5	Warren
	158.9	Hertford
	157.9	Halifax
	157.7	Weldon City
	156.9	Wayne Academy**
	154.9	Provisions Academy**
	153.7	Kennedy Charter**
	152.9	Oma's Inc. **, Right Step**
	150.3	Laurinburg**
	*	Grandfather Academy**, Lakeside School**, Laurinburg Homework**, Quest Academy**

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Notes 'Scale scores are rounded up to the nearest two-tenths of a point *Data are not reported where number tested is fewer than five

**Denotes a charter school For reporting purposes the charter school name has been abbreviated The complete charter school name can be found in the Appendix

Data received from LEAs after July 25, 2000 are not included in this table

Preliminary
End-of-Course Test Results

Table 1. 1990-91 to 1999-00 End-of-Course Multiple-Choice Test Results
Statewide Summary

PRELIMINARY RESULTS

	1990-91		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98		1998-99		1999-00	
	Number Tested	Participation Index[1]	Number Tested	Participation Index[1]	Number Tested	Participation Index[1]	Number Tested	Participation Index[1]	Number Tested	Participation Index[1]	Number Tested	Participation Index[1]	Number Tested	Participation Index[1]	Number Tested	Participation Index[1]	Number Tested	Participation Index[1]	Number Tested	Participation Index[1]
	Average Core[3]		Average Core		Average Core	Standard Deviation	Average Core	Standard Deviation	Average Core	Standard Deviation	Average Scale Score	Standard Deviation	Average Scale Score	Standard Deviation	Average Scale Score	Standard Deviation	Average Scale Score	Standard Deviation	Average Scale Score	Standard Deviation
Algebra I[2] 1985-86	60,988 41.1	77.7%	66,424 40.4	81.2%	70,114 39.9	86.4% 9.6	69,162 55.1	N/A 9.1	80,370 54.7	94.0% 9.3	82,635 55.0	96.6% 9.7	83,777 55.6	95.0% 9.7	83,124 57.0	95.8% 9.7	87,449 58.0	95.8% 9.6	89,315 59.5	94.5% 10.5
Algebra II 1986-87	35,828 38.8	43.6%	37,221 38.2	45.5%	38,909 38.8	49.6%	42,497 37.6	51.9%	44,928 38.3	55.3%							48,957 60.0	56.2% 10.9	52,340 61.1	57.9% 11.0
Biology[2] 1986-87	71,665 41.1	87.7%	71,832 41.5	91.5%	75,748 40.0	92.6% 11.1	74,840 39.9	92.2% 10.6	62,480 55.5	N/A 8.7	77,420 55.5	90.5% 8.7	78,723 55.9	92.0% 8.9	78,804 56.2	91.8% 8.8	76,950 56.0	88.7% 8.5	80,413 56.1	88.0% 8.5
Chemistry 1988-89	33,518 40.1	40.8%	34,682 39.3	42.4%	35,738 40.1	45.1%	38,462 39.1	47.0%	39,289 40.6	48.4%							41,262 57.8	47.3% 8.8	42,529 58.1	47.1% 8.7
Economic, Legal, and Political Systems 1996-91	76,593 41.7	97.6%	79,313 42.8	96.9%	79,070 43.7	97.4% 11.5	81,290 43.4	97.0% 11.3	83,597 44.0	97.8% 11.7	82,577 43.4	96.5% 11.9	82,611 53.8	93.4% 9.3	77,348 54.8	89.5% 9.1	77,740 55.0	85.1% 9.0	78,799 55.1	83.3% 8.9
English I[2] 1989-90	72,023 66.2	91.8%	75,381 67.0	92.1%	76,183 66.7	93.8% 18.0	81,685 66.4	97.5% 17.7	67,748 53.1	N/A 8.9	85,411 53.1	99.8% 8.9	89,500 53.2	100.0% 8.9	88,307 53.6	100.0% 8.8	89,775 54.5	98.3% 8.7	93,259 55.4	98.6% 8.6
Geometry 1988-89	44,325 38.8	54.2%	46,623 39.1	59.4%	49,494 38.8	60.1%	53,932 38.6	66.4%	55,657 38.6	66.4%							60,413 58.4	69.6% 9.9	64,285 59.1	70.4% 10.0
Physical Science 1990-91	63,962 39.9	81.5%	66,137 41.1	80.0%	63,036 41.3	77.6%	65,777 40.2	78.5%	66,106 42.9	77.3%							66,838 54.5	73.2% 9.0	66,914 54.9	70.8% 8.7
Physics 1989-90	9,711 39.4	11.5%	10,075 39.4	12.2%	10,754 39.5	13.2%	10,803 39.7	13.8%	10,935 40.2	13.4%							11,223 56.8	13.2% 9.2	11,414 57.1	13.0% 9.0
U.S. History[2] 1987-88	65,767 40.1	80.0%	65,329 42.2	79.9%	63,034 42.3	80.0% 9.7	65,872 40.4	80.5% 10.5	53,160 56.2	N/A 8.3	65,725 56.3	78.4% 8.2	68,613 56.2	79.9% 8.2	68,341 56.3	80.7% 8.4	69,701 56.6	80.0% 8.3	70,774 55.7	78.3% 8.3

Notes The year of implementation is listed below the subject. Beginning in 1993-94, where possible, scores for the entire accountability year are reported. The 1995-96 data are based on all cycles of testing for the July 1 to June 30 accountability year. Algebra I was scaled in 1993-94, and U.S. History, English I, and Biology in 1994-95 and 1995-96. Bold vertical lines between years indicate that the scores changed from mean raw core scores to mean scale scores and therefore, are not comparable across years separated by the bold vertical lines. Numbers to the left of these lines are mean raw core scores and numbers to the right are mean scale scores. From 1995-96 to 1997-98, five tests were administered statewide in the five high school subject areas. Other end-of-course multiple-choice tests were administered as a local option and are not depicted in this report. Beginning in 1998-99, the ten tests in the table above were mandated statewide. Data for 1995-96 through 1997-98 are not available for Algebra II, Chemistry, Geometry, Physical Science, and Physics as these tests were not mandated during this period.

[1] Participation Index is the number of students enrolled in the course, divided by the number of students who were in the eighth grade the year in which typical students in the course were in grade eight. For example, since English I is typically a ninth-grade course, the eighth grade membership for the previous year is the denominator.

[2] The Algebra I score in 1993-94 and the Biology, English I, and U.S. History scores in 1994-95 are the mean scale scores.

[3] Average core score is the mean raw score on the common items for all students.

Data received from LEAs after July 25, 2000 are not included in this table.

PRELIMINARY RESULTS

Table 2. 1999-00 End-of-Course Multiple-Choice Test Results
Performance of Students with Special Needs
by Course

Subject	Category	Number Tested	Percent**	Percent at or above Level III	Mean Scale Score
Algebra I	All Students	89,315	100.0	68.8	59.5
	Not Exceptional	70,262	78.7	65.7	58.1
	Academically Gifted	13,497	15.1	97.2	70.0
	Students with Disabilities	6,150	6.9		
	Behaviorally Emotionally Handicapped	344	0.4	24.7	47.7
	Hearing Impaired	100	0.1	45.0	52.8
	Educable Mentally Handicapped	541	0.6	9.2	43.7
	Specific Learning Disabled	3,683	4.1	41.2	52.4
	Speech-Language Impaired	59	0.1	49.2	55.0
	Visually Impaired	44	0.0	54.5	55.9
	Other Health Impaired	511	0.6	44.4	53.0
	Orthopedically Impaired	51	0.1	39.2	51.7
	Traumatic Brain Injured	18	0.0	*	*
	Other Exceptional Classifications	185	0.2	48.1	54.3
	Section 504	614	0.7	61.7	57.1
	Limited English Proficient	512	0.6	66.4	58.6
	Not Served by Title 1	84,482	94.6	69.1	59.6
	Schoolwide Title 1 Program	3,787	4.2	63.9	58.5
	Targeted Assistance	185	0.2	78.4	62.8
	Migrant	260	0.3	57.7	56.9
Algebra II	All Students	52,340	100.0	62.6	61.1
	Not Exceptional	43,157	85.3	57.9	59.5
	Academically Gifted	8,031	15.9	90.6	70.0
	Students with Disabilities	1,275	2.5		
	Behaviorally Emotionally Handicapped	18	0.0	*	*
	Hearing Impaired	45	0.1	35.6	55.1
	Educable Mentally Handicapped	11	0.0	*	*
	Specific Learning Disabled	706	1.4	48.3	57.1
	Speech-Language Impaired	11	0.0	*	*
	Visually Impaired	15	0.0	*	*
	Other Health Impaired	122	0.2	56.6	60.0
	Orthopedically Impaired	23	0.0	*	*
	Traumatic Brain Injured	8	0.0	*	*
	Other Exceptional Classifications	70	0.1	61.4	59.1
	Section 504	246	0.5	64.6	60.5
	Limited English Proficient	157	0.3	58.0	61.5
	Not Served by Title 1	50,576	96.6	63.2	61.2
	Schoolwide Title 1 Program	1,227	2.3	50.0	57.8
	Targeted Assistance	41	0.1	17.1	49.0
	Migrant	207	0.4	23.2	52.7

Notes: *No scores are reported for groups with fewer than thirty students.

**Percent for "Not Exceptional" through "Other Exceptional Classifications" is based on the sum of the students in those categories. Percent for "Section 504" through "Migrant" is based on the number tested in the "All Students" category.

"Not Exceptional", "Academically Gifted", and "Students with Disabilities" do not sum to "All Students" because some students did not indicate whether or not they were classified exceptional. The "All Students" and "Not Exceptional" categories are added for the purpose of comparison.

Data received from LEAs after July 25, 2000 are not included in this table.

PRELIMINARY RESULTS

Table 2. 1999-00 End-of-Course Multiple-Choice Test Results
Performance of Students with Special Needs
by Course

Subject	Category	Number Tested	Percent**	Percent at or above Level III	Mean Scale Score
Biology	All Students	80,413	100.0	57.5	56.1
	Not Exceptional	66,642	82.9	55.5	55.5
	Academically Gifted	8,162	10.2	95.8	65.0
	Students with Disabilities	6,075	7.6		
	Behaviorally Emotionally Handicapped	387	0.5	19.6	47.3
	Hearing Impaired	77	0.1	37.7	51.5
	Educable Mentally Handicapped	571	0.7	4.0	42.6
	Specific Learning Disabled	3,691	4.6	27.9	50.0
	Speech-Language Impaired	46	0.1	26.1	49.7
	Visually Impaired	57	0.1	57.9	55.9
	Other Health Impaired	501	0.6	35.7	51.0
	Orthopedically Impaired	42	0.1	45.2	54.1
	Traumatic Brain Injured	21	0.0	*	*
	Other Exceptional Classifications	200	0.2	31.5	50.9
	Section 504	482	0.6	41.1	52.7
	Limited English Proficient	481	0.6	19.5	48.3
	Not Served by Title 1	77,446	96.3	58.2	56.2
	Schoolwide Title 1 Program	2,007	2.5	38.1	52.3
	Targeted Assistance	69	0.1	40.6	50.0
	Migrant	323	0.4	53.3	55.0
Chemistry	All Students	42,529	100.0	62.0	58.1
	Not Exceptional	35,059	82.5	57.0	56.9
	Academically Gifted	6,819	16.0	88.6	64.4
	Students with Disabilities	822	1.9		
	Behaviorally Emotionally Handicapped	16	0.0	*	*
	Hearing Impaired	24	0.1	*	*
	Educable Mentally Handicapped	4	0.0	*	*
	Specific Learning Disabled	427	1.0	48.7	55.6
	Speech-Language Impaired	8	0.0	*	*
	Visually Impaired	13	0.0	*	*
	Other Health Impaired	79	0.2	62.0	58.5
	Orthopedically Impaired	8	0.0	*	*
	Traumatic Brain Injured	3	0.0	*	*
	Other Exceptional Classifications	46	0.1	67.4	60.3
	Section 504	194	0.5	61.3	57.9
	Limited English Proficient	115	0.3	48.7	55.4
	Not Served by Title 1	41,148	96.8	62.6	58.2
	Schoolwide Title 1 Program	1,053	2.5	44.6	54.7
	Targeted Assistance	12	0.0	*	*
	Migrant	160	0.4	50.0	55.7

Notes *No scores are reported for groups with fewer than thirty students

**Percent for "Not Exceptional" through "Other Exceptional Classifications" is based on the sum of the students in those categories Percent for "Section 504" through "Migrant" is based on the number tested in the "All Students" category

"Not Exceptional", "Academically Gifted", and "Students with Disabilities" do not sum to "All Students" because some students did not indicate whether or not they were classified exceptional The "All Students" and "Not Exceptional" categories are added for the purpose of comparison

Data received from LEAs after July 25, 2000 are not included in this table

PRELIMINARY RESULTS

Table 2. 1999-00 End-of-Course Multiple-Choice Test Results
Performance of Students with Special Needs
by Course

Subject	Category	Number Tested	Percent**	Percent at or above Level III	Mean Scale Score
Economic, Legal, and Political Systems	All Students	78,799	100.0	67.3	55.1
	Not Exceptional	66,063	83.9	66.9	54.8
	Academically Gifted	7,105	9.0	98.3	64.1
	Students with Disabilities	6,198	7.9		
	Behaviorally Emotionally Handicapped	506	0.6	24.3	45.1
	Hearing Impaired	76	0.1	34.2	48.9
	Educable Mentally Handicapped	577	0.7	5.5	41.2
	Specific Learning Disabled	3,611	4.6	37.2	48.5
	Speech-Language Impaired	58	0.1	34.5	49.5
	Visually Impaired	38	0.0	60.5	54.3
	Other Health Impaired	495	0.6	39.0	49.3
	Orthopedically Impaired	24	0.0	*	*
	Traumatic Brain Injured	19	0.0	*	*
	Other Exceptional Classifications	213	0.3	43.7	49.6
	Section 504	581	0.7	52.8	52.3
	Limited English Proficient	640	0.8	31.3	47.4
	Not Served by Title 1	75,910	96.3	67.7	55.2
	Schoolwide Title 1 Program	1,878	2.4	56.4	52.7
	Targeted Assistance	82	0.1	34.1	47.5
	Migrant	305	0.4	57.4	52.5
English I	All Students	93,259	100.0	68.4	55.4
	Not Exceptional	75,829	81.3	69.4	55.2
	Academically Gifted	8,989	9.6	99.2	65.6
	Students with Disabilities	9,095	9.8		
	Behaviorally Emotionally Handicapped	804	0.9	21.3	45.2
	Hearing Impaired	97	0.1	41.2	50.1
	Educable Mentally Handicapped	884	0.9	4.9	41.6
	Specific Learning Disabled	5,428	5.8	27.5	47.0
	Speech-Language Impaired	99	0.1	36.4	48.8
	Visually Impaired	49	0.1	57.1	52.3
	Other Health Impaired	746	0.8	36.1	48.6
	Orthopedically Impaired	47	0.1	48.9	51.4
	Traumatic Brain Injured	23	0.0	*	*
	Other Exceptional Classifications	248	0.3	41.1	50.1
	Section 504	670	0.7	50.0	52.1
	Limited English Proficient	724	0.8	23.8	46.7
	Not Served by Title 1	89,458	95.9	69.2	55.6
	Schoolwide Title 1 Program	2,454	2.6	49.2	51.3
	Targeted Assistance	108	0.1	31.5	48.3
	Migrant	450	0.5	53.3	51.6

Notes *No scores are reported for groups with fewer than thirty students.

**Percent for "Not Exceptional" through "Other Exceptional Classifications" is based on the sum of the students in those categories. Percent for "Section 504" through "Migrant" is based on the number tested in the "All Students" category.

"Not Exceptional", "Academically Gifted", and "Students with Disabilities" do not sum to "All Students" because some students did not indicate whether or not they were classified exceptional. The "All Students" and "Not Exceptional" categories are added for the purpose of comparison.

Data received from LEAs after July 25, 2000 are not included in this table.

PRELIMINARY RESULTS

Table 2. 1999-00 End-of-Course Multiple-Choice Test Results
Performance of Students with Special Needs
by Course

Subject	Category	Number Tested	Percent**	Percent at or above Level III	Mean Scale Score
Geometry	All Students	64,285	100.0	60.0	59.1
	Not Exceptional	54,069	84.1	55.1	57.7
	Academically Gifted	8,562	13.3	94.0	68.7
	Students with Disabilities	1,959	3.0		
	Behaviorally Emotionally Handicapped	62	0.1	37.1	52.4
	Hearing Impaired	41	0.1	39.0	54.5
	Educable Mentally Handicapped	23	0.0	*	*
	Specific Learning Disabled	1,180	1.8	43.0	54.8
	Speech-Language Impaired	15	0.0	*	*
	Visually Impaired	21	0.0	*	*
	Other Health Impaired	173	0.3	52.6	56.9
	Orthopedically Impaired	17	0.0	*	*
	Traumatic Brain Injured	7	0.0	*	*
	Other Exceptional Classifications	109	0.2	52.3	55.8
	Section 504	311	0.5	49.8	56.8
	Limited English Proficient	234	0.4	50.9	57.3
	Not Served by Title 1	62,025	96.5	60.7	59.3
	Schoolwide Title 1 Program	1,558	2.4	36.6	53.8
	Targeted Assistance	56	0.1	23.2	50.3
	Migrant	241	0.4	49.0	56.3
Physical Science	All Students	66,914	100.0	57.0	54.9
	Not Exceptional	56,666	84.8	56.6	54.6
	Academically Gifted	4,641	6.9	95.2	64.8
	Students with Disabilities	5,956	8.9		
	Behaviorally Emotionally Handicapped	484	0.7	16.5	45.8
	Hearing Impaired	67	0.1	34.3	50.7
	Educable Mentally Handicapped	544	0.8	5.0	42.7
	Specific Learning Disabled	3,598	5.4	33.9	49.9
	Speech-Language Impaired	45	0.1	31.1	52.0
	Visually Impaired	25	0.0	*	*
	Other Health Impaired	507	0.8	37.1	50.9
	Orthopedically Impaired	34	0.1	44.1	52.7
	Traumatic Brain Injured	21	0.0	*	*
	Other Exceptional Classifications	189	0.3	37.6	51.2
	Section 504	442	0.7	45.7	52.2
	Limited English Proficient	620	0.9	20.5	47.0
	Not Served by Title 1	63,907	95.5	58.1	55.1
	Schoolwide Title 1 Program	2190	3.3	32.2	49.7
	Targeted Assistance	86	0.1	36.0	49.5
	Migrant	289	0.4	44.3	52.3

Notes: *No scores are reported for groups with fewer than thirty students.

**Percent for "Not Exceptional" through "Other Exceptional Classifications" is based on the sum of the students in those categories. Percent for "Section 504" through "Migrant" is based on the number tested in the "All Students" category.

"Not Exceptional", "Academically Gifted", and "Students with Disabilities" do not sum to "All Students" because some students did not indicate whether or not they were classified exceptional. The "All Students" and "Not Exceptional" categories are added for the purpose of comparison.

Data received from LEAs after July 25, 2000 are not included in this table.

PRELIMINARY RESULTS

Table 2. 1999-00 End-of-Course Multiple-Choice Test Results
Performance of Students with Special Needs
by Course

Subject	Category	Number Tested	Percent**	Percent at or above Level III	Mean Scale Score
Physics	All Students	11,414	100.0	72.9	57.1
	Not Exceptional	8,255	72.3	67.8	55.9
	Academically Gifted	3,022	26.5	86.9	60.6
	Students with Disabilities	181	1.6		
	Behaviorally Emotionally Handicapped	4	0.0	*	*
	Hearing Impaired	2	0.0	*	*
	Educable Mentally Handicapped	1	0.0	*	*
	Specific Learning Disabled	88	0.8	68.2	58.0
	Speech-Language Impaired	3	0.0	*	*
	Visually Impaired	4	0.0	*	*
	Other Health Impaired	14	0.1	*	*
	Orthopedically Impaired	2	0.0	*	*
	Traumatic Brain Injured	0	0.0	*	*
	Other Exceptional Classifications	17	0.1	*	*
	Section 504	46	0.4	73.9	57.3
	Limited English Proficient	38	0.3	65.8	57.5
	Not Served by Title 1	10,981	96.2	73.4	57.3
	Schoolwide Title 1 Program	263	2.3	65.0	54.6
	Targeted Assistance	3	0.0	*	*
	Migrant	38	0.3	52.6	50.4
U. S. History	All Students	70,774	100.0	46.9	55.7
	Not Exceptional	59,771	61619.6	43.8	55.2
	Academically Gifted	6,848	7059.8	89.3	64.1
	Students with Disabilities	4,582	4723.7		
	Behaviorally Emotionally Handicapped	214	220.6	16.8	47.2
	Hearing Impaired	69	71.1	18.8	50.2
	Educable Mentally Handicapped	500	515.5	3.2	43.1
	Specific Learning Disabled	2,702	2785.6	23.7	50.3
	Speech-Language Impaired	41	42.3	14.6	49.0
	Visually Impaired	35	36.1	51.4	56.3
	Other Health Impaired	356	367.0	20.2	50.6
	Orthopedically Impaired	42	43.3	33.3	53.0
	Traumatic Brain Injured	18	18.6	*	*
	Other Exceptional Classifications	149	153.6	34.9	53.4
	Section 504	456	0.6	40.1	54.2
	Limited English Proficient	377	0.5	22.5	50.0
	Not Served by Title 1	67,641	95.6	47.4	55.9
	Schoolwide Title 1 Program	2,061	2.9	35.1	53.3
	Targeted Assistance	97	0.1	16.5	46.8
	Migrant	367	0.5	36.0	53.4

Notes: *No scores are reported for groups with fewer than thirty students

**Percent for "Not Exceptional" through "Other Exceptional Classifications" is based on the sum of the students in those categories. Percent for "Section 504" through "Migrant" is based on the number tested in the "All Students" category.

"Not Exceptional", "Academically Gifted", and "Students with Disabilities" do not sum to "All Students" because some students did not indicate whether or not they were classified exceptional. The "All Students" and "Not Exceptional" categories are added for the purpose of comparison.

Data received from LEAs after July 25, 2000 are not included in this table.

PRELIMINARY RESULTS

Table 3. 1999-00 End-of-Course Multiple-Choice Test Results
Performance of Students Using Accommodations
by Course

Course	Category	Number Tested	Percent	Percent at or above Level III	Mean Scale Score
Algebra I	All Students	89,315	100.0	68.8	59.5
	Braille Edition	7	0.1	*	*
	Large Print	34	0.5	61.8	58.1
	Assistive Technology	2	0.0	*	*
	Braille Writer	6	0.1	*	*
	Cranmer Abacus	1	0.0	*	*
	Dictation to Scribe	20	0.3	*	*
	Interpreter Signs Test	16	0.2	*	*
	Magnification Devices	8	0.1	*	*
	Student Marks in Text Book	725	10.2	35.6	51.2
	Test Administrator Reads Test Aloud	1,076	15.1	22.9	48.0
	Use of Typewriter or Word Processor	7	0.1	*	*
	Hospital/Home Testing	42	0.6	45.2	51.6
	Multiple Test Sessions	337	4.7	30.6	50.4
	Scheduled Extended Time	2,724	38.2	38.4	51.6
	Testing in a Separate Room	2,060	28.9	30.1	49.6
	English/Native Language Dictionary/Electronic Translator	58	0.8	63.8	59.5
	Approved AR-99**	5	0.1	*	*
Algebra II	All Students	52,340	100.0	62.6	61.1
	Braille Edition	2	0.2	*	*
	Large Print	7	0.8	*	*
	Assistive Technology	2	0.2	*	*
	Braille Writer	2	0.2	*	*
	Cranmer Abacus	0	0.0	*	*
	Dictation to Scribe	6	0.7	*	*
	Interpreter Signs Test	9	1.0	*	*
	Magnification Devices	2	0.2	*	*
	Student Marks in Text Book	67	7.4	59.7	61.4
	Test Administrator Reads Test Aloud	58	6.4	41.4	54.8
	Use of Typewriter or Word Processor	6	0.7	*	*
	Hospital/Home Testing	15	1.7	*	*
	Multiple Test Sessions	33	3.7	42.4	56.2
	Scheduled Extended Time	425	47.1	55.5	58.9
	Testing in a Separate Room	239	26.5	47.3	57.2
	English/Native Language Dictionary/Electronic Translator	29	3.2	*	*
	Approved AR-99**	0	0.0	*	*

Notes: *No scores are reported for groups with fewer than thirty students.

**The AR-99 code represents the number of students with disabilities who received NCDPI approval to use special accommodations.

Accommodations are available for students with disabilities, limited English proficiency, or temporary disabilities.

All data rounded to the nearest tenth, therefore accommodation categories may not sum to 100%.

Data received from LEAs after July 25, 2000 are not included in this table.

PRELIMINARY RESULTS

Table 3. 1999-00 End-of-Course Multiple-Choice Test Results
Performance of Students Using Accommodations
by Course

Course	Category	Number Tested	Percent	Percent at or above Level III	Mean Scale Score
Biology	All Students	80,413	100.0	57.5	56.1
	Braille Edition	10	0.1	*	*
	Large Print	29	0.4	*	*
	Assistive Technology	1	0.0	*	*
	Braille Writer	5	0.1	*	*
	Cranmer Abacus	0	0.0	*	*
	Dictation to Scribe	20	0.3	*	*
	Interpreter Signs Test	13	0.2	*	*
	Magnification Devices	4	0.1	*	*
	Student Marks in Text Book	578	7.9	25.4	49.6
	Test Administrator Reads Test Aloud	1,738	23.9	13.5	47.0
	Use of Typewriter or Word Processor	3	0.0	*	*
	Hospital/Home Testing	42	0.6	47.6	52.4
	Multiple Test Sessions	197	2.7	17.3	48.1
	Scheduled Extended Time	2,436	33.4	21.7	48.3
	Testing in a Separate Room	2,133	29.3	18.1	47.7
	English/Native Language Dictionary/Electronic Translator	77	1.1	27.3	50.0
	Approved AR-99**	0	0.0	*	*
Chemistry	All Students	42,529	100.0	62.0	58.1
	Braille Edition	1	0.2	*	*
	Large Print	11	2.0	*	*
	Assistive Technology	4	0.7	*	*
	Braille Writer	0	0.0	*	*
	Cranmer Abacus	0	0.0	*	*
	Dictation to Scribe	3	0.5	*	*
	Interpreter Signs Test	7	1.3	*	*
	Magnification Devices	2	0.4	*	*
	Student Marks in Text Book	45	8.2	60	58.5
	Test Administrator Reads Test Aloud	41	7.5	41.5	53.4
	Use of Typewriter or Word Processor	5	0.9	*	*
	Hospital/Home Testing	10	1.8	*	*
	Multiple Test Sessions	8	1.5	*	*
	Scheduled Extended Time	240	43.9	54.6	56.3
	Testing in a Separate Room	159	29.1	43.4	54.1
	English/Native Language Dictionary/Electronic Translator	11	2.0	*	*
	Approved AR-99**	0	0.0	*	*

Notes: *No scores are reported for groups with fewer than thirty students

**The AR-99 code represents the number of students with disabilities who received NCDPI approval to use special accommodations

Accommodations are available for students with disabilities, limited English proficiency, or temporary disabilities

All data rounded to the nearest tenth, therefore accommodation categories may not sum to 100%

Data received from LEAs after July 25, 2000 are not included in this table

PRELIMINARY
RESULTS

Table 3. 1999-00 End-of-Course Multiple-Choice Test Results
Performance of Students Using Accommodations
by Course

Course	Category	Number Tested	Percent	Percent at or above Level III	Mean Scale Score
Economic, Legal, and Political Systems	All Students	78,799	100.0	67.3	55.1
	Braille Edition	5	0.1	*	*
	Large Print	23	0.3	*	*
	Assistive Technology	3	0.0	*	*
	Braille Writer	2	0.0	*	*
	Cranmer Abacus	0	0.0	*	*
	Dictation to Scribe	17	0.2	*	*
	Interpreter Signs Test	9	0.1	*	*
	Magnification Devices	3	0.0	*	*
	Student Marks in Text Book	612	8.0	28.1	47.1
	Test Administrator Reads Test Aloud	1,695	22.1	21.1	45.4
	Use of Typewriter or Word Processor	5	0.1	*	*
	Hospital/Home Testing	40	0.5	55.0	52.1
	Multiple Test Sessions	234	3.0	24.4	45.8
	Scheduled Extended Time	2,545	33.1	27	46.5
	Testing in a Separate Room	2,339	30.4	23.5	45.7
	English/Native Language Dictionary/Electronic Translator	145	1.9	17.2	44.0
	Approved AR-99**	5	0.1	*	*
English I	All Students	93,259	100.0	68.4	55.4
	Braille Edition	5	0.1	*	*
	Large Print	27	0.3	*	*
	Assistive Technology	5	0.1	*	*
	Braille Writer	3	0.0	*	*
	Cranmer Abacus	0	0.0	*	*
	Dictation to Scribe	16	0.2	*	*
	Interpreter Signs Test	6	0.1	*	*
	Magnification Devices	4	0.0	*	*
	Student Marks in Text Book	937	10.4	22.5	46.0
	Test Administrator Reads Test Aloud	90	1.0	27.8	46.7
	Use of Typewriter or Word Processor	4	0.0	*	*
	Hospital/Home Testing	47	0.5	44.7	49.6
	Multiple Test Sessions	389	4.3	18.3	45
	Scheduled Extended Time	3,928	43.6	21.3	45.7
	Testing in a Separate Room	3,327	37.0	17.6	44.9
	English/Native Language Dictionary/Electronic Translator	210	2.3	21.4	46.5
	Approved AR-99**	5	0.1	*	*

Notes: *No scores are reported for groups with fewer than thirty students.

**The AR-99 code represents the number of students with disabilities who received NCDPI approval to use special accommodations.

Accommodations are available for students with disabilities, limited English proficiency, or temporary disabilities.

All data rounded to the nearest tenth, therefore accommodation categories may not sum to 100%.

Data received from LEAs after July 25, 2000 are not included in this table.

Table 3. 1999-00 End-of-Course Multiple-Choice Test Results
Performance of Students Using Accommodations
by Course

Course	Category	Number Tested	Percent	Percent at or above Level III	Mean Scale Score
Geometry	All Students	64,285	100.0	60.0	59.1
	Braille Edition	3	0.2	*	*
	Large Print	17	1.3	*	*
	Assistive Technology	4	0.3	*	*
	Braille Writer	2	0.1	*	*
	Cranmer Abacus	0	0.0	*	*
	Dictation to Scribe	8	0.6	*	*
	Interpreter Signs Test	9	0.7	*	*
	Magnification Devices	1	0.1	*	*
	Student Marks in Text Book	107	7.9	48.6	57.2
	Test Administrator Reads Test Aloud	125	9.3	32.8	52.6
	Use of Typewriter or Word Processor	0	0.0	*	*
	Hospital/Home Testing	17	1.3	*	*
	Multiple Test Sessions	22	1.6	*	*
	Scheduled Extended Time	596	44.2	45.8	55.7
	Testing in a Separate Room	400	29.7	39.5	54.1
	English/Native Language Dictionary/Electronic Translator	35	2.6	42.9	55.8
	Approved AR-99**	1	0.1	*	*
Physical Science	All Students	66,914	100.0	57.0	54.9
	Braille Edition	1	0.0	*	*
	Large Print	13	0.2	*	*
	Assistive Technology	5	0.1	*	*
	Braille Writer	0	0.0	*	*
	Cranmer Abacus	0	0.0	*	*
	Dictation to Scribe	18	0.2	*	*
	Interpreter Signs Test	8	0.1	*	*
	Magnification Devices	1	0.0	*	*
	Student Marks in Text Book	562	7.6	27.6	48.7
	Test Administrator Reads Test Aloud	1,665	22.5	17.5	46.7
	Use of Typewriter or Word Processor	4	0.1	*	*
	Hospital/Home Testing	40	0.5	32.5	49.7
	Multiple Test Sessions	236	3.2	22.0	47.2
	Scheduled Extended Time	2,413	32.7	26.7	48.3
	Testing in a Separate Room	2,297	31.1	22.6	47.5
	English/Native Language Dictionary/Electronic Translator	125	1.7	18.4	46.2
	Approved AR-99**	2	0.0	*	*

Notes: *No scores are reported for groups with fewer than thirty students

**The AR-99 code represents the number of students with disabilities who received NCDPI approval to use special accommodations

Accommodations are available for students with disabilities, limited English proficiency, or temporary disabilities

All data rounded to the nearest tenth, therefore accommodation categories may not sum to 100%

Data received from LEAs after July 25, 2000 are not included in this table

PRELIMINARY RESULTS

Table 3. 1999-00 End-of-Course Multiple-Choice Test Results
Performance of Students Using Accommodations by Course

Course	Category	Number Tested	Percent	Percent at or above Level III	Mean Scale Score
Physics	All Students	11,414	100.0	72.9	57.1
	Braille Edition	1	0.9	*	*
	Large Print	2	1.9	*	*
	Assistive Technology	0	0.0	*	*
	Braille Writer	0	0.0	*	*
	Cranmer Abacus	0	0.0	*	*
	Dictation to Scribe	2	1.9	*	*
	Interpreter Signs Test	0	0.0	*	*
	Magnification Devices	0	0.0	*	*
	Student Marks in Text Book	11	10.2	*	*
	Test Administrator Reads Test Aloud	4	3.7	*	*
	Use of Typewriter or Word Processor	0	0.0	*	*
	Hospital/Home Testing	0	0.0	*	*
	Multiple Test Sessions	2	1.9	*	*
	Scheduled Extended Time	58	53.7	72.4	57.9
	Testing in a Separate Room	24	22.2	*	*
	English/Native Language Dictionary/Electronic Translator	4	3.7	*	*
	Approved AR-99**	0	0.0	*	*
U. S. History	All Students	70,774	100.0	46.9	55.7
	Braille Edition	6	0.1	*	*
	Large Print	25	0.5	*	*
	Assistive Technology	3	0.1	*	*
	Braille Writer	1	0.0	*	*
	Cranmer Abacus	0	0.0	*	*
	Dictation to Scribe	10	0.2	*	*
	Interpreter Signs Test	7	0.1	*	*
	Magnification Devices	2	0.0	*	*
	Student Marks in Text Book	453	8.2	18.8	48.9
	Test Administrator Reads Test Aloud	1,278	23.2	14.0	47.5
	Use of Typewriter or Word Processor	7	0.1	*	*
	Hospital/Home Testing	44	0.8	11.4	48.5
	Multiple Test Sessions	163	3.0	15.3	47.9
	Scheduled Extended Time	1,769	32.1	17.6	48.6
	Testing in a Separate Room	1,668	30.3	15.9	47.8
	English/Native Language Dictionary/Electronic Translator	76	1.4	28.9	52.3
	Approved AR-99**	2	0.0	*	*

Notes: *No scores are reported for groups with fewer than thirty students.

**The AR-99 code represents the number of students with disabilities who received NCDPI approval to use special accommodations.

Accommodations are available for students with disabilities, limited English proficiency, or temporary disabilities.

All data rounded to the nearest tenth, therefore accommodation categories may not sum to 100%.

Data received from LEAs after July 25, 2000 are not included in this table.

PRELIMINARY RESULTS

Table 4. 1999-00 End-of-Course Multiple-Choice Test Results
Characteristics and Performance of Students Taking Algebra I

	N	Percent	Percent at or above Level III
All Students	89,315	100.0	68.8
Gender			
Male	44,435	49.8	67.3
Female	44,873	50.2	70.2
Ethnic Group			
American Indian	1,223	1.4	52.1
Asian	1,706	1.9	78.7
Black	24,494	27.4	48.0
Hispanic	2,079	2.3	62.1
Multi-Racial	643	0.7	72.8
White	59,103	66.2	77.6
Other	59	0.1	66.1
Grade Level			
7	1,721	1.9	96.9
8	20,057	22.5	90.9
9	40,973	45.9	71.5
10	17,530	19.6	50.7
11	6,514	7.3	38.7
12	2,503	2.8	31.8
Post High School Plans			
Seek employment	3,149	3.6	41.6
Military service	4,905	5.5	52.8
Trade/Business school	2,000	2.3	43.2
Community/Junior college	12,116	13.7	54.6
Four-year college	54,365	61.5	78.1
Undecided	9,730	11.0	61.4
Other	2,195	2.5	53.2

	N	Percent	Percent at or above Level III
Anticipated Final Grade			
A	14,460	16.2	96.9
B	23,591	26.5	88.0
C	22,881	25.7	68.8
D	16,864	18.9	47.4
F	11,294	12.7	24.7
Parental Education			
Less than High School	5,520	6.3	53.6
High School	22,908	26.2	59.8
Some College/Didn't Graduate	8,087	9.2	71.5
Trade School	3,293	3.8	65.4
Community/Junior College	15,669	17.9	68.6
Four Year College	22,425	25.6	76.0
Graduate Degree	9,684	11.1	83.6
Hours of Homework Assigned Per Week			
None assigned	1,212	1.4	33.1
Less than 1	18,816	21.2	56.9
1 to 3	43,709	49.2	68.6
More than 3, less than 5	19,665	22.1	81.5
More than 10	3,989	4.5	83.9
Assigned but not done	1,458	1.6	48.1

Data received from LEAs after July 25, 2000 are not included in this table.

PRELIMINARY RESULTS

Table 5. 1999-00 End-of-Course Multiple-Choice Test Results
Characteristics and Performance of Students Taking Algebra II

	N	Percent	Percent at or above Level III
All Students	52,340	100.0	62.6
Gender			
Male	23,792	45.5	63.1
Female	28,547	54.5	62.2
Ethnic Group			
American Indian	536	1.0	37.3
Asian	1,276	2.4	73.1
Black	11,885	22.7	39.6
Hispanic	894	1.7	58.8
Multi-Racial	333	0.6	67.6
White	37,379	71.4	70.0
Other	37	0.1	51.4
Grade Level			
9	1,719	3.3	93.3
10	19,986	38.2	84.1
11	21,121	40.4	54.6
12	9,432	18.0	29.1
Post High School Plans			
Seek employment	697	1.3	39.6
Military service	1,598	3.1	43.6
Trade/Business school	631	1.2	39.5
Community/Junior college	7,913	15.2	41.3
Four-year college	37,945	73.1	69.4
Undecided	2,670	5.1	56.1
Other	484	0.9	57.0

	N	Percent	Percent at or above Level III
Anticipated Final Grade			
A	8,260	15.8	94.0
B	14,273	27.3	80.2
C	14,272	27.3	59.7
D	9,948	19.0	39.1
F	5,525	10.6	20.5
Parental Education			
Less than High School	1,789	3.5	47.4
High School	10,650	20.6	52.7
Some College/Didn't Graduate	3,825	7.4	60.5
Trade School	2,194	4.3	58.3
Community/Junior College	9,967	19.3	57.4
Four Year College	15,209	29.5	68.2
Graduate Degree	7,989	15.5	78.3
Hours of Homework Assigned Per Week			
None assigned	365	0.7	40.8
Less than 1	8,085	15.5	48.0
1 to 3	23,099	44.3	58.0
More than 3, less than 5	14,856	28.5	72.6
More than 10	4,922	9.4	81.6
Assigned but not done	786	1.5	58.8

Data received from LEAs after July 25, 2000 are not included in this table

PRELIMINARY RESULTS

Table 6. 1999-00 End-of-Course Multiple-Choice Test Results
Characteristics and Performance of Students Taking Biology

	N	Percent	Percent at or above Level III
All Students	80,413	100.0	57.5
Gender			
Male	39,774	49.5	58.4
Female	40,639	50.5	56.7
Ethnic Group			
American Indian	1,091	1.4	36.6
Asian	1,655	2.1	59.2
Black	21,480	26.7	32.0
Hispanic	1,754	2.2	44.1
Multi-Racial	554	0.7	60.1
White	53,848	67.0	68.5
Other	29	0.0	*
Grade Level			
9	20,116	25.0	70.5
10	53,076	66.1	55.9
11	5,742	7.1	32.6
12	1,401	1.7	33.5
Post High School Plans			
Seek employment	2,933	3.7	29.6
Military service	4,152	5.2	39.5
Trade/Business school	1,872	2.3	33.4
Community/Junior college	11,555	14.5	41.1
Four-year college	48,814	61.2	68.8
Undecided	8,534	10.7	45.6
Other	1,943	2.4	35.8

	N	Percent	Percent at or above Level III
Anticipated Final Grade			
A	11,815	14.7	92.5
B	20,801	25.9	76.4
C	23,151	28.9	53.6
D	15,675	19.5	33.6
F	8,790	11.0	19.0
Parental Education			
Less than High School	5,132	6.5	31.5
High School	20,935	26.4	42.6
Some College/Didn't Graduate	5,942	7.5	60.6
Trade School	3,162	4.0	55.6
Community/Junior College	14,707	18.5	57.6
Four Year College	20,015	25.2	68.9
Graduate Degree	9,405	11.9	81.0
Hours of Homework Assigned Per Week			
None assigned	1,479	1.8	33.5
Less than 1	17,646	22.0	44.3
1 to 3	37,657	47.0	54.9
More than 3, less than 5	17,122	21.4	73.0
More than 10	4,686	5.8	82.9
Assigned but not done	1,592	2.0	52.4

*Percent not reported for categories less than 30 students.

Data received from LEAs after July 25, 2000 are not included in this table.

PRELIMINARY RESULTS

Table 7. 1999-00 End-of-Course Multiple-Choice Test Results
Characteristics and Performance of Students Taking Chemistry

	N	Percent	Percent at or above Level III
All Students	42,529	100.0	62.0
Gender			
Male	18,663	43.9	65.6
Female	23,866	56.1	59.2
Ethnic Group			
American Indian	384	0.9	39.8
Asian	1,131	2.7	67.5
Black	9,065	21.3	38.1
Hispanic	634	1.5	52.7
Multi-Racial	239	0.6	57.7
White	31,051	73.0	69.3
Other	25	0.1	*
Grade Level			
9	94	0.2	59.6
10	11,495	27.0	79.5
11	25,007	58.8	58.8
12	5,933	14.0	41.7
Post High School Plans			
Seek employment	431	1.0	43.4
Military service	1,015	2.4	43.0
Trade/Business school	402	0.9	36.1
Community/Junior college	5,460	12.9	41.1
Four-year college	32,768	77.4	67.1
Undecided	1,930	4.6	55.7
Other	325	0.8	57.2

	N	Percent	Percent at or above Level III
Anticipated Final Grade			
A	7,130	16.8	92.4
B	11,911	28.0	77.3
C	12,363	29.1	56.1
D	7,485	17.6	37.1
F	3,600	8.5	23.3
Parental Education			
Less than High School	1,304	3.1	44.7
High School	8,035	19.1	50.3
Some College/Didn't Graduate	3,061	7.3	59.2
Trade School	1,781	4.2	59.7
Community/Junior College	8,038	19.1	56.4
Four Year College	12,704	30.1	67.2
Graduate Degree	7,219	17.1	77.6
Hours of Homework Assigned Per Week			
None assigned	345	0.8	42.6
Less than 1	6,177	14.6	49.0
1 to 3	18,262	43.0	56.0
More than 3, less than 5	12,330	29.0	70.6
More than 10	4,757	11.2	80.8
Assigned but not done	581	1.4	64.2

*Percent not reported for categories less than 30 students

Data received from LEAs after July 25, 2000 are not included in this table.

PRELIMINARY RESULTS

Table 8. 1999-00 End-of-Course Multiple-Choice Test Results
Characteristics and Performance of Students Taking Economic, Legal, and Political Systems

	N	Percent	Percent at or above Level III
All Students	78,799	100.0	67.3
Gender			
Male	39,245	49.8	67.9
Female	39,553	50.2	66.8
Ethnic Group			
American Indian	1,180	1.5	41.9
Asian	1,742	2.2	68.6
Black	22,012	27.9	45.9
Hispanic	1,947	2.5	53.4
Multi-Racial	625	0.8	70.4
White	51,246	65.0	77.6
Other	47	0.1	61.7
Grade Level			
9	56,794	72.2	67.2
10	12,027	15.3	63.1
11	3,152	4.0	64.0
12	6,729	8.5	78.4
Post High School Plans			
Seek employment	3,021	3.9	41.3
Military service	4,424	5.7	54.3
Trade/Business school	1,783	2.3	44.7
Community/Junior college	10,399	13.3	59.7
Four-year college	47,679	61.0	76.6
Undecided	8,592	11.0	53.9
Other	2,274	2.9	41.5

	N	Percent	Percent at or above Level III
Anticipated Final Grade			
A	14,242	18.1	95.8
B	20,822	26.5	85.3
C	21,287	27.1	64.8
D	14,208	18.1	41.7
F	7,982	10.2	22.4
Parental Education			
Less than High School	5,312	6.8	42.1
High School	20,232	26.1	53.4
Some College/Didn't Graduate	6,563	8.5	71.0
Trade School	2,892	3.7	65.6
Community/Junior College	13,620	17.6	71.3
Four Year College	19,856	25.6	77.4
Graduate Degree	9,127	11.8	85.2
Hours of Homework Assigned Per Week			
None assigned	1,755	2.2	44.2
Less than 1	18,548	23.6	56.3
1 to 3	36,772	46.8	66.2
More than 3, less than 5	15,749	20.1	81.7
More than 10	4,147	5.3	88.2
Assigned but not done	1,554	2.0	55.0

Data received from LEAs after July 25, 2000 are not included in this table.

Table 9. 1999-00 End-of-Course Multiple-Choice Test Results
Characteristics and Performance of Students Taking English I

	N	Percent	Percent at or above Level III
All Students	93,259	100.0	68.4
Gender			
Male	47,408	50.8	63.3
Female	45,849	49.2	73.7
Ethnic Group			
American Indian	1,371	1.5	48.3
Asian	1,662	1.8	72.1
Black	26,835	28.8	49.3
Hispanic	2,338	2.5	51.8
Multi-Racial	713	0.8	72.8
White	60,310	64.7	77.8
Other	29	0.0	*
Grade Level			
9	90,626	97.3	69.3
10	2,157	2.3	38.1
11	290	0.3	43.1
12	76	0.1	59.2
Post High School Plans			
Seek employment	3,691	4.0	37.8
Military service	5,514	6.0	52.0
Trade/Business school	2,174	2.4	39.4
Community/Junior college	9,680	10.5	60.4
Four-year college	56,107	60.7	79.0
Undecided	11,860	12.8	57.3
Other	3,367	3.6	38.7

	N	Percent	Percent at or above Level III
Anticipated Final Grade			
A	13,252	14.3	94.3
B	25,586	27.6	85.3
C	26,314	28.3	68.1
D	17,350	18.7	47.6
F	10,354	11.2	29.2
Parental Education			
Less than High School	7,228	7.9	44.8
High School	25,671	28.0	56.3
Some College/Didn't Graduate	7,829	8.6	72.4
Trade School	3,361	3.7	65.8
Community/Junior College	15,601	17.0	75.1
Four Year College	22,179	24.2	78.8
Graduate Degree	9,658	10.6	85.1
Hours of Homework Assigned Per Week			
None assigned	2,233	2.4	33.3
Less than 1	22,494	24.2	55.4
1 to 3	43,755	47.1	69.8
More than 3, less than 5	17,917	19.3	84.0
More than 10	4,398	4.7	88.7
Assigned but not done	2,027	2.2	44.7

*Percent not reported for categories less than 30 students

Data received from LEAs after July 25, 2000 are not included in this table

PRELIMINARY RESULTS

Table 10. 1999-00 End-of-Course Multiple-Choice Test Results
Characteristics and Performance of Students Taking Geometry

	N	Percent	Percent at or above Level III
All Students	64,285	100.0	60.0
Gender			
Male	29,956	46.6	62.7
Female	34,328	53.4	57.7
Ethnic Group			
American Indian	742	1.2	37.6
Asian	1,585	2.5	68.6
Black	16,274	25.3	32.5
Hispanic	1,220	1.9	52.0
Multi-Racial	437	0.7	57.2
White	43,986	68.4	70.6
Other	36	0.1	50.0
Grade Level			
9	18,881	29.9	87.3
10	28,523	45.2	57.2
11	12,162	19.3	31.7
12	3,547	5.6	22.9
Post High School Plans			
Seek employment	1,059	1.7	38.2
Military service	2,431	3.8	41.9
Trade/Business school	973	1.5	37.9
Community/Junior college	8,719	13.7	40.7
Four-year college	44,808	70.3	66.7
Undecided	4,924	7.7	54.2
Other	832	1.3	51.9

	N	Percent	Percent at or above Level III
Anticipated Final Grade			
A	9,868	15.4	95.4
B	17,061	26.6	81.8
C	17,343	27.0	56.7
D	12,432	19.4	33.6
F	7,514	11.7	15.4
Parental Education			
Less than High School	2,799	4.4	42.2
High School	14,440	22.8	47.5
Some College/Didn't Graduate	5,003	7.9	61.0
Trade School	2,424	3.8	55.9
Community/Junior College	12,213	19.3	55.8
Four Year College	17,706	28.0	67.8
Graduate Degree	8,660	13.7	78.3
Hours of Homework Assigned Per Week			
None assigned	582	0.9	38.8
Less than 1	11,271	17.6	48.2
1 to 3	30,326	47.4	56.1
More than 3, less than 5	16,433	25.7	71.6
More than 10	4,442	6.9	78.1
Assigned but not done	962	1.5	56.3

Data received from LEAs after July 25, 2000 are not included in this table.

PRELIMINARY
RESULTS

Table 11. 1999-00 End-of-Course Multiple-Choice Test Results
Characteristics and Performance of Students Taking Physical Science

	N	Percent	Percent at or above Level III
All Students	66,914	100.0	57.0
Gender			
Male	33,958	50.7	60.3
Female	32,955	49.3	53.7
Ethnic Group			
American Indian	1,130	1.7	32.4
Asian	1,103	1.6	59.7
Black	19,890	29.7	32.9
Hispanic	1,728	2.6	42.7
Multi-Racial	482	0.7	60.8
White	42,559	63.6	69.4
Other	21	0.0	*
Grade Level			
9	53,118	80.1	58.4
10	8,620	13.0	52.5
11	3,171	4.8	45.8
12	1,372	2.1	47.4
Post High School Plans			
Seek employment	2,876	4.3	34.6
Military service	4,235	6.4	47.6
Trade/Business school	1,757	2.6	34.8
Community/Junior college	8,849	13.3	49.3
Four-year college	38,045	57.4	66.3
Undecided	8,287	12.5	48.0
Other	2,257	3.4	32.8

	N	Percent	Percent at or above Level III
Anticipated Final Grade			
A	8,977	13.4	90.9
B	16,806	25.2	76.4
C	19,020	28.5	55.5
D	13,127	19.7	36.5
F	8,857	13.3	19.8
Parental Education			
Less than High School	5,297	8.0	35.4
High School	19,140	29.1	46.0
Some College/Didn't Graduate	5,734	8.7	59.9
Trade School	2,534	3.8	54.7
Community/Junior College	12,111	18.4	62.7
Four Year College	15,445	23.5	68.1
Graduate Degree	5,585	8.5	73.7
Hours of Homework Assigned Per Week			
None assigned	1,693	2.5	32.1
Less than 1	17,312	26.0	47.6
1 to 3	31,978	48.0	57.4
More than 3, less than 5	11,750	17.6	71.5
More than 10	2,377	3.6	77.4
Assigned but not done	1,563	2.3	44.5

*Percent not reported for categories less than 30 students

Data received from LEAs after July 25, 2000 are not included in this table

PRELIMINARY RESULTS

Table 12. 1999-00 End-of-Course Multiple-Choice Test Results
Characteristics and Performance of Students Taking Physics

	N	Percent	Percent at or above Level III
All Students	11,414	100.0	72.9
Gender			
Male	6,154	53.9	78.8
Female	5,260	46.1	66.0
Ethnic Group			
American Indian	61	0.5	45.9
Asian	537	4.7	72.4
Black	1,582	13.9	46.3
Hispanic	145	1.3	64.8
Multi-Racial	75	0.7	66.7
White	8,996	78.8	77.9
Other	18	0.2	*
Grade Level			
10	480	4.2	81.9
11	3,696	32.4	80.8
12	7,224	63.4	68.2
Post High School Plans			
Seek employment	67	0.7	67.2
Military service	287	3.2	63.4
Trade/Business school	719	7.9	71.6
Community/Junior college	645	7.1	53.5
Four-year college	7,040	77.7	74.5
Undecided	230	2.5	68.3
Other	67	0.7	67.2

	N	Percent	Percent at or above Level III
Anticipated Final Grade			
A	3,009	26.4	90.4
B	3,926	34.4	77.6
C	2,939	25.8	62.6
D	1,079	9.5	49.8
F	450	3.9	37.6
Parental Education			
Less than High School	227	2.0	63.4
High School	1,520	13.4	61.8
Some College/Didn't Graduate	720	6.4	66.1
Trade School	546	4.8	65.4
Community/Junior College	1,626	14.4	65.3
Four Year College	3,701	32.7	75.0
Graduate Degree	2,976	26.3	84.0
Hours of Homework Assigned Per Week			
None assigned	193	1.7	68.4
Less than 1	1,338	12.1	67.9
1 to 3	3,796	34.3	66.7
More than 3, less than 5	3,287	29.7	75.6
More than 10	1,919	17.3	82.5
Assigned but not done	549	5.0	77.4

*Percent not reported for categories less than 30 students.

Data received from LEAs after July 25, 2000 are not included in this table.

PRELIMINARY RESULTS

Table 13. 1999-00 End-of-Course Multiple-Choice Test Results Characteristics and Performance of Students Taking U.S. History

	N	Percent	Percent at or above Level III
All Students	70,774	100.0	46.9
Gender			
Male	34,409	48.6	51.1
Female	36,363	51.4	42.9
Ethnic Group			
American Indian	873	1.2	27.4
Asian	1,428	2.0	50.2
Black	19,450	27.5	24.6
Hispanic	1,312	1.9	38.6
Multi-Racial	389	0.5	48.8
White	47,250	66.8	56.5
Other	68	0.1	42.6
Grade Level			
9	761	1.1	39.2
10	4,351	6.1	23.8
11	60,061	84.9	50.0
12	5,595	7.9	32.0
Post High School Plans			
Seek employment	2,815	4.0	21.3
Military service	3,507	5.0	32.0
Trade/Business school	1,816	2.6	26.5
Community/Junior college	14,754	21.0	29.0
Four-year college	40,374	57.5	59.6
Undecided	5,719	8.1	36.0
Other	1,245	1.8	32.8

	N	Percent	Percent at or above Level III
Anticipated Final Grade			
A	9,508	13.5	85.2
B	18,856	26.7	65.0
C	21,619	30.6	40.6
D	14,568	20.6	22.2
F	6,071	8.6	12.3
Parental Education			
Less than High School	4,196	6.0	25.6
High School	18,042	25.8	32.2
Some College/Didn't Graduate	5,154	7.4	47.8
Trade School	3,132	4.5	47.7
Community/Junior College	13,566	19.4	44.2
Four Year College	17,274	24.7	57.2
Graduate Degree	8,477	12.1	72.2
Hours of Homework Assigned Per Week			
None assigned	1,407	2.0	30.7
Less than 1	14,740	20.9	34.7
1 to 3	30,907	43.8	41.2
More then 3, less than 5	16,208	23.0	58.8
More than 10	5,957	8.4	76.1
Assigned but not done	1,318	1.9	56.4

Data received from LEAs after July 25, 2000 are not included in this table.

PRELIMINARY RESULTS

Table 14. 1999-00 End-of-Course Goal Summary Report
Algebra I

	Number of Observations**	Number of Items /Area	Mean Scale Score
The 1994 State Average of 55.1 is the point of comparison for Algebra 1 Scale Scores	89,722	81/80*	59.5
GOAL 1: Use the Language of		32	52.9
GOAL 2: Perform operations with real numbers		80	56.2
GOAL 3: Solve equations and inequalities with one variable		104	55.7
GOAL 4: Demonstrate an elementary understanding of relations and functions		79	55.7
GOAL 5: Graph and use linear equations and inequalities		88	56.0
GOAL 6: Graph and solve systems of linear equations and inequalities		56	56.0
GOAL 7: Perform operations with polynomials		88	55.8
GOAL 8: Work with ratios, proportions, and percents		32	53.2
GOAL 9: Explore, graph, and interpret nonlinear equations		88	55.8
Basic Operations and Equations (Goals 1-3)		216	57.6
Linear Relationships (Goals 4-6)		223	58.3
Ratios, Proportions and Percents, and Non-linear Relationships (Goals 7-9)		208	58.5

NUMBER OF STUDENTS STUDENTS TAKING FORM	N	P	R	T	U	V	W	X
	135	141	12	9	11	29,871	29,898	29,645

Notes: * Form P contains 80 scored questions. The other forms contain 81.
**"Number of Observations" includes students who attempted at least one item on the test.
Data received from LEAs after August 1, 2000 are not included in this table.

PRELIMINARY RESULTS

Table 15. 1999-00 End-of-Course Goal Summary Report
Algebra II

	Number of Observations**	Number of Items /Area	Mean Scale Score
The 1997 State Average of 58.5 is the point of comparison for Algebra 2 Scale Scores	52,451	60/59*	61.1
GOAL 1: Solve, Graph, and Use Equations and Inequalities		30	53.8
GOAL 2: Demonstrate an Understanding of Relations and Functions		40	54.1
GOAL 3: Operations with Matrices		25	55.3
GOAL 4: Graph and Solve Systems of Equations and Inequalities		25	54.1
GOAL 5: Perform Operations and Solve Problems with Polynomials		30	53.3
GOAL 6: Use Rational Expressions to Solve Problems		35	53.1
GOAL 7: Solve Problems with Quadratic Equations and Inequalities		39	55.2
GOAL 8: Use Analytical Geometry to Solve Problems		15	52.8
GOAL 9: Solve Problems involving Logarithmic and Exponential Functions		30	55.1
GOAL 10: Solve Problems involving Sequences and Series		15	50.9
GOAL 11: Solve Problems involving Probability		15	50.6

NUMBER OF STUDENTS TAKING FORM	D	F	G	H	I
	17,543	55	17,394	17,459	0

Notes: *"Number of Observations" includes students who attempted at least one item on the test.
**Form H has 59 scored questions for Fall 4X4 only. All other forms have 60.
Data received from LEAs after August 1, 2000 are not included in this table.

PRELIMINARY RESULTS

Table 16. 1999-00 End-of-Course Goal Summary Report Biology

	Number of Observations*	Number of Items /Area	Mean Scale Score
The 1995 State Average of 55.5 is a point of comparison for Biology Scale Scores.	80,549	95/94*	56.1
SKILL GOALS			
GOAL 1: Develop an Understanding of the Nature of Science		11	51.3
GOAL 2: Develop the Ability to Use Science Process Skills		227	55.7
GOAL 3: Develop the Ability to Use Science Manipulative Skills		16	52.0
GOAL 5: Have an Understanding of the Relevance of Current Topics in Biology		27	53.2
CONCEPTUAL KNOWLEDGE: Understand the Fundamental Concepts, Principles, and Facts of Science		190	55.1
CONTENT GOALS			
GOAL 6: Understand the Chemical and Physical Basis of Life.		152	53.7
OBJ 6.1: Demonstrate Knowledge of the Differences between Living and Non Living Things		20	51.6
OBJ 6.2: Demonstrate Knowledge of the Cell.		38	51.9
OBJ 6.3: Demonstrate Knowledge of the Chemical Processes of Life.		40	52.5
OBJ 6.4: Demonstrate Knowledge that Living Things Exist in a State of Dynamic Equilibrium.		15	52.2
OBJ 6.5: Demonstrate Knowledge of Anatomy and Physiology.		39	51.5
GOAL 7: Understand the Continuity of Life		189	55.7
OBJ 7.1: Demonstrate Knowledge that Living Things Receive Characteristics from the Parent Organism(s).		41	53.0
OBJ 7.2: Demonstrate Knowledge of the Chemical Basis of Heredity.		29	52.7
OBJ 7.3: Demonstrate Knowledge that Organic Variation is Important and Necessary for Species Survival.		41	54.1
OBJ 7.4: Demonstrate Knowledge of the Nature of Human Origin Development.		16	52.2
OBJ 7.5: Demonstrate Knowledge of the Diversity and Classification of Living Things.		42	53.4
OBJ 7.6: Demonstrate Knowledge of Major Genetic and Environmental Factors Affecting Human Health.		20	52.9
GOAL 8: Have an Understanding of Ecology		128	56.1
OBJ 8.1: Demonstrate Knowledge of Populations, Communities, and Ecosystems.		49	54.4
OBJ 8.2: Demonstrate Knowledge of the Influences of Human Activity on the Environment.		38	53.9
OBJ 8.3: Demonstrate that for all Organisms, Survival Requires Suitable Responses to the External Environment.		41	54.9

NUMBER OF STUDENTS TAKING FORM	K	M	P	Q	R
	6	17,975	26,978	26,764	26,764

Notes: *Form Q has 94 questions. All other forms have 95.

**"Number of Observations" includes students who attempted at least one item on the test.

Data received from LEAs after August 1, 2000 are not included in this table.

Table 17. 1999-00 End-of-Course Goal Summary Report
Chemistry

	Number of Observations*	Number of Items /Area	Mean Scale Score
The 1997 State Average of 56.8 is the point of comparison for Chemistry Scale Scores	42605	88/87/85	58.1
SKILL GOALS			
GOAL 1: Understand the Nature of Science.		20	52.8
GOAL 2: Have Ability to use Science Process Skills		173	57.3
GOAL 3: Have Ability to use Science Manipulative Skills		16	52.4
GOAL 5: Understand the Relevance of Current Topics in Chemistry		16	51.9
CONCEPTUAL KNOWLEDGE: Understand the fundamental concepts, principles, and facts of science.		126	56.8
CONTENT GOALS/OBJECTIVES			
GOAL 6: Understand Properties of Solutions		87	52.9
OBJ 6.1: Demonstrate knowledge of concentrations of solutions.		32	52.5
OBJ 6.2: Demonstrate knowledge of the properties ionic and covalent solutions.		27	50.8
OBJ 6.3: Demonstrate knowledge of solutes and solubilities		28	51.4
GOAL 7: Understand the Regularities of Chemistry		172	58.0
OBJ 7.1: Demonstrate knowledge of the mole concept/ stoichiometry		36	54.3
OBJ 7.2: Demonstrate knowledge of the periodic table and periodic law		32	54.4
OBJ 7.3: Demonstrate knowledge of acids,bases, and pH		36	55.1
OBJ 7.4: Demonstrate knowledge of chemical reactions		36	55.0
OBJ 7.5: Demonstrate knowledge of gas laws		32	54.0
GOAL 8: Understand the Changes in Chemistry		64	56.7
OBJ 8.1: Demonstrate knowledge of factors that affect reaction rate		31	54.6
OBJ 8.2: Demonstrate knowledge of energy changes		33	55.2
GOAL 9: Understand the Models in Chemistry			
OBJ 9.1: Knowledge of the changing model of the atom		28	54.9

NUMBER OF STUDENTS TAKING FORM	A	B	C	D	E	F
	0	14,263	0	3,947	10,249	14,146

Notes: *"Number of Observations" includes students who attempted at least one item on the test
Data received from LEAs after August 1, 2000 are not included in this table

PRELIMINARY RESULTS

Table 18. 1999-00 End-of-Course Goal Summary Report
Economic, Legal, and Political Systems

	Number of Observations*	Number of Items /Area	Mean Scale Score
The 1997 State Average of 53.8 is the point of comparison for ELPS Scale Scores	78,992	100/99**	55.1
GOAL 1: Awareness and Understanding of Issues and Problems Confronting the American Economic, Legal, and Political Systems		74	52.1
GOAL 2: Knowledge of the Rights and an Understanding of the Obligations of Responsible Citizenship		86	52.4
GOAL 3: Understand How and Why Individuals and Groups Make Economic Decisions		80	53.1
GOAL 4: Features of the United States Economic System		88	53.1
GOAL 5: Factors Influencing the United States Economy		90	53.3
GOAL 6: Understand the Function and Importance of the North Carolina and United States Constitutions		90	54.4
GOAL 7: Know the Structure and Functions of Local, State, and National Governments and Understand their Relationship		79	54.1
GOAL 8: Understand Why Laws are Needed and How they are Enacted, Implemented, and Enforced		88	54.0
GOAL 9: Understand How Political and Legal Systems Provide for Balancing Competing Interests and Resolving Conflicts		80	53.5
GOAL 10: Understand the Influence of Ethical and Moral Principles and Religious Beliefs on the Development of our Economic, Legal, and Political Systems		40	53.2
Economics		418	54.1
Law and Government		377	55.5

NUMBER OF STUDENTS TAKING FORM	A	B	C	E	F	G	H	I
	18,222	2	78	18,079	8,176	8,169	18,069	8,197

Notes *"Number of Observations" includes students who attempted at least one item on the test
**Forms C, E, F, G, and I contain 99 scored questions Other forms have 100
Data received from LEAs after August 1, 2000 are not included in this table

PRELIMINARY RESULTS

Table 19. 1999-00 End-of-Course Goal Summary Report
English I

	Number of Observations*	Number of Items /Area	Mean Scale Score
The 1995 State Average of 53.1 is the point of comparison for English 1 Scale Scores	93,434	72/71**	55.4
GOAL 1: Use strategies and processes that enhance control of communication skills development		213	53.4
GOAL 2: Use language for the acquisition, interpretation, and application of information		204	55.9
OBJ 2.1: Identify, collect, or select information and ideas		37	53.6
OBJ 2.2: Analyze, synthesize, and organize information and discover related ideas, concepts, and generalizations		123	55.9
OBJ 2.3: Apply, extend, and expand on information and concepts		44	52.8
GOAL 3: Use language for critical analysis and evaluation		86	53.7
GOAL 4: Use language for aesthetic and personal response (not tested)			
Editing		210	53.4
Textual Analysis		293	56.1

NUMBER OF STUDENTS TAKING FORM	J	L	N	O	P	Q	R
	8	21,841	9,395	6	31,157	21,716	9,311

Notes: *"Number of Observations" includes students who attempted at least one item on the test.
**Form R has 71 questions that are scored. The other forms have 72 questions.
Data received from LEAs after August 1, 2000 are not included in this table.

PRELIMINARY RESULTS

Table 20. 1999-00 End-of-Course Goal Summary Report
Geometry

	Number of Observations*	Number of Items /Area	Mean Scale Score
The 1997 State Average of 57.0 is the point of comparison for Geometry Scale Scores	64,572	66/65**	59.1
GOAL 1: Use Concepts of Points, Lines, and Planes in One, Two, and Three Dimensions		40	53.8
GOAL 2: Write a Valid Proof Using a Variety of Reasoning Strategies		19	52.5
GOAL 3: Use Properties of Angles, Lines, and Planes to Solve Problems and Write Proofs		35	53.6
GOAL 4: Use Properties of Polygons and Polyhedra to Solve Problems and Write Proofs		45	57.4
GOAL 5: Develop and Use Properties of Quadrilaterals to Solve Problems and Write Proofs		20	52.0
GOAL 6: Develop and Use Properties of Triangles to Solve Problems and Write Proofs		50	54.8
GOAL 7: Develop and Use Properties of Right Triangles to Solve Problems		30	53.0
GOAL 8: Develop and Use Properties of Circles and Spheres to Solve Problems and Write Proofs		45	57.6
GOAL 9: Understand and Use Perimeter, Area, and Volume Formulas to Solve Problems		45	56.1

NUMBER OF STUDENTS TAKING FORM	D	F	G	H	I
	21,649	21,483	3	21,434	3

Notes: *"Number of Observations" includes students who attempted at least one item on the test.
**Form H has 65 questions that are scored. The other forms have 66 questions.
Data received from LEAs after August 1, 2000 are not included in this table.

PRELIMINARY RESULTS

Table 21. 1999-00 End-of-Course Goal Summary Report
Physical Science

	Number of Observations*	Number of Items /Area	Mean Scale Score
The 1997 State Average of 53.7 is the point of comparison for Physical Science Scale Scores	67,066	80	54.9
SKILL GOALS			
GOAL 2: Develop the Ability to Use Science Process Skills		164	54.6
GOAL 3: Develop the Ability to Use Science Manipulative Skills		22	52.4
GOAL 5: Understand the Relevance of Current Topics in Physical Science		15	51.2
CONCEPTUAL KNOWLEDGE: Understand the Fundamental Concepts, Principles, and Facts of Science		117	54.1
CONTENT GOALS/OBJECTIVES			
GOAL 6: Understand Sound, Light, and Heat		48	52.5
OBJ 6.1: Demonstrate Knowledge of the Basic Principles of Sound.		23	51.4
OBJ 6.2: Demonstrate Knowledge of the Basic Principles of Light.		12	51.0
OBJ 6.3: Demonstrate Knowledge of the Basic Principles of Heat.		13	51.1
GOAL 7: Understand the Basic Principles of Chemistry		72	52.6
OBJ 7.1: Demonstrate Knowledge of the Periodic Table of Elements.		20	51.0
OBJ 7.2: Demonstrate Knowledge of Chemical Properties of the Elements.		16	50.9
OBJ 7.3: Demonstrate Knowledge of Mixtures, Compounds, and Elements.		20	51.4
OBJ 7.4: Demonstrate Knowledge of Chemical Reactions.		16	51.8
GOAL 8: Understand Mechanics		72	54.1
OBJ 8.1: Demonstrate Knowledge of Work, Energy and Power		20	53.3
OBJ 8.2: Demonstrate Knowledge of the Laws of Motion.		16	52.2
OBJ 8.3: Demonstrate Knowledge of Forces.		19	51.8
OBJ 8.4: Demonstrate Knowledge of Concepts of Fluids.		17	51.7
GOAL 9: Understand Electricity and Magnetism		88	54.0
OBJ 9.1: Demonstrate Knowledge of Static Electricity.		20	51.8
OBJ 9.2: Demonstrate Knowledge of Magnetism.		17	52.5
OBJ 9.3: Demonstrate Knowledge of Parallel and Series Circuits.		17	51.4
OBJ 9.4: Demonstrate Knowledge of Measuring and Controlling Electric Current.		19	52.5
OBJ 9.5: Demonstrate Knowledge of a Relationship between Electricity and Magnetism.		15	51.4
GOAL 10: Understand Energy		40	54.0
OBJ 10.1: Demonstrate Knowledge of the Basic Principles of Energy Conversion.		20	53.0
OBJ 10.2: Demonstrate Knowledge of the Basic Principles of Energy Conservation.		20	52.7

NUMBER OF STUDENTS TAKING FORM	D	E	F	G
	22,432	22,300	7,838	14,496

Notes *"Number of Observations" includes students who attempted at least one item on the test.
Data received from LEAs after August 1, 2000 are not included in this table.

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PRELIMINARY RESULTS

Table 22. 1999-00 End-of-Course Goal Summary Report
Physics

	Number of Observations*	Number of Items /Area	Mean Scale Score
The 1997 State Average of 55.9 is the point of comparison for Physics Scale Scores	11,429	70/69*	57.1
SKILL GOALS:			
GOAL 1: Develop an understanding of the nature of science		0	
GOAL 2: Develop the ability to use science process skills		141	57.2
GOAL 3: Develop ability to use science manipulative skills		3	51.4
CONCEPTUAL KNOWLEDGE: Understand the fundamental concepts, principles, and facts of science		57	54.5
GOAL 5: Understand relevance of current topics in physics		8	52.1
CONTENT GOALS/OBJECTIVES			
GOAL 6: Understand basic mechanics		83	55.1
OBJ 6.1: Laws, mathematic expressions, and factors which represent and affect various types of motion		23	52.8
OBJ 6.2: Analyze systems involving vector quantities and component forces		24	53.2
OBJ 6.3: Behavior of gravitational forces		15	52.7
OBJ 6.4: Mechanical Energy		12	53.4
OBJ 6.5: Kinetic molecular theory		9	50.6
GOAL 7: Understand Elementary Principles of Thermodynamics		33	54.3
OBJ 7.1: Factors associated with the characteristics of heat and the conservation of energy		21	53.4
OBJ 7.2: Make determinations of the heat equivalent of work		12	52.6
GOAL 8: Understand Wave Motion		48	55.2
OBJ 8.1: General properties and characteristics of waves		17	52.7
OBJ 8.2: Investigate and describe sound		15	53.4
OBJ 8.3: Investigate and describe light in a quantified manner		16	53.3
GOAL 9: Understand Electricity and Magnetism		45	57.3
OBJ 9.1: Electrostatic phenomena		16	53.3
OBJ 9.2: Direct current circuits and alternating current circuits		17	54.8
OBJ 9.3: Magnetism and how it relates to electricity		12	53.6

NUMBER OF STUDENTS TAKING FORM	A	B	C
	3,821	3,848	3,760

Notes: *"Number of Observations" includes students who attempted at least one item on the test.
**Form B has 69 scored questions. Forms A and C have 70.
Data received from LEAs after August 1, 2000 are not included in this table.

PRELIMINARY RESULTS

Table 23. 1999-00 End-of-Course Goal Summary Report
U.S. History

	Number of Observations*	Number of Items /Area	Mean Scale Score
The 1995 State Average of 56.2 is the point of comparison for U.S. History Scale Scores.	70,934	97-100**	55.8
GOAL 1: Analyze elements in the American Colonial experience that led to separation from England		63	53.3
GOAL 2: Apply ideas of self government as expressed in America's founding documents		73	53.5
GOAL 3: Judge effectiveness of the institutions of the new nation in completing its independence (1781-1815)		53	52.9
GOAL 4: Assess the contending goals of nationalism and sectionalism in the period 1815-1850		86	53.9
GOAL 5: Evaluate the Civil War and Reconstruction as an affirmation of the power of the national government		63	53.2
GOAL 6: Interpret economic, social, and political trends of the late 19th and early 20th centuries		54	53.4
GOAL 7: Analyze the causes and effects of the United States involvement in international affairs		88	53.5
GOAL 8: Appraise the economic, social, and political changes of the decades of the 1920s and 1930s		72	53.4
GOAL 9: Analyze and evaluate the significance of causes, events, and effects of the World War II era		89	54.9
GOAL 10: Trace economic and social developments and assess their significance for the lives of Americans in the last half-century		90	55.6
GOAL 11: Analyze changes in American political life in the last half-century		89	54.8
GOAL 12: Evaluate the conduct of United States foreign policy over the last half-century		71	55.1

	O	Q	R	S	T	U	V	W	X
NUMBER OF STUDENTS TAKING FORM	3	2	57	7,168	16,458	7,099	7,166	16,501	16,480

Notes: *"Number of Observations" includes students who attempted at least one item on the test.
**Form U has 97 scored questions. R has 98. Forms O, Q, W, and X have 99. S and V have 100.
Data received from LEAs after August 1, 2000 are not included in this table.

Table 24. 1999-00 End-of-Course Distribution of Scale Scores
Algebra I

PRELIMINARY RESULTS

NUMBER OF STUDENTS WITH VALID SCORES *	89,724
MEAN	59.5
STANDARD DEVIATION	10.5
VARIANCE	111.0

HIGH SCORE	87
LOW SCORE	24

STATE PERCENTILES	SCALE SCORE
90	72.94
75	66.99
50 (MEDIAN)	60.03
25	52.17
10	45.09

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT	PERCENT	1994 STATE PERCENTILE
87	56	89724	0.06	100.00	99
86	122	89668	0.14	99.94	99
85	202	89546	0.23	99.80	99
84	318	89344	0.35	99.58	99
83	255	89026	0.28	99.22	99
82	134	88771	0.15	98.94	99
81	472	88637	0.53	98.79	99
80	601	88165	0.67	98.26	99
79	631	87564	0.70	97.59	99
78	711	86933	0.79	96.89	99
77	877	86222	0.98	96.10	99
76	973	85345	1.08	95.12	99
75	1445	84372	1.61	94.04	99
74	1472	82927	1.64	92.42	98
73	1246	81455	1.39	90.78	98
72	2197	80209	2.45	89.40	97
71	1873	78012	2.09	86.95	96
70	1960	76139	2.18	84.86	95
69	2648	74179	2.95	82.67	94
68	3356	71531	3.74	79.72	92
67	1738	68175	1.94	75.98	91
66	3634	66437	4.05	74.05	88
65	3807	62803	4.24	70.00	86
64	1899	58996	2.12	65.75	84
63	3895	57097	4.34	63.64	80
62	3974	53202	4.43	59.30	77
61	2725	49228	3.04	54.87	74
60	3522	46503	3.93	51.83	70
59	2688	42981	3.00	47.90	66
58	3463	40293	3.86	44.91	62
57	2715	36830	3.03	41.05	57
56	2733	34115	3.05	38.02	53
55	3374	31382	3.76	34.98	49
54	2079	28008	2.32	31.22	44
53	2640	25929	2.94	28.90	40
52	2571	23289	2.87	25.96	37
51	1890	20718	2.11	23.09	33
50	2587	18828	2.88	20.98	29
49	1805	16241	2.01	18.10	26
48	1742	14436	1.94	16.09	23
47	1587	12694	1.77	14.15	19
46	1551	11107	1.73	12.38	16
45	1419	9556	1.58	10.65	14
44	1334	8137	1.49	9.07	12
43	1248	6803	1.39	7.58	10
42	1074	5555	1.20	6.19	9
41	918	4481	1.02	4.99	7
40	554	3563	0.62	3.97	6
39	730	3009	0.81	3.35	4
38	604	2279	0.67	2.54	3
37	614	1675	0.68	1.87	2
36	432	1061	0.48	1.18	2
35	223	629	0.25	0.70	1
LESS THAN 35	406	406	0.45	0.45	1

Notes: *Students with valid scores are those students who attempted at least one item on the test.
Data received from LEAs after August 8, 2000 are not included in this table.

Table 25. 1999-00 End-of-Course Distribution of Scale Scores
Algebra II

PRELIMINARY RESULTS

NUMBER OF STUDENTS WITH VALID SCORES*	52,452
MEAN	61.1
STANDARD DEVIATION	11.0
VARIANCE	120.8

HIGH SCORE 91

LOW SCORE 32

STATE PERCENTILES	SCALE SCORE
90	75.68
75	69.01
50 (MEDIAN)	61.32
25	53.05
10	45.90

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1997 STATE PERCENTILE
91	10	52452	0.02	100.00	99
90	19	52442	0.04	99.98	99
89	56	52423	0.11	99.94	99
88	57	52367	0.11	99.84	99
87	205	52310	0.39	99.73	99
86	164	52105	0.31	99.34	99
85	176	51941	0.34	99.03	99
84	322	51765	0.61	98.69	99
83	111	51443	0.21	98.06	99
82	424	51332	0.81	97.86	99
81	464	50908	0.88	97.06	98
80	531	50444	1.01	96.17	98
79	567	49913	1.08	95.16	97
78	681	49346	1.30	94.08	96
77	736	48665	1.40	92.78	96
76	880	47929	1.68	91.38	95
75	805	47049	1.53	89.70	94
74	906	46244	1.73	88.16	92
73	897	45338	1.71	86.44	90
72	1317	44441	2.51	84.73	89
71	1375	43124	2.62	82.22	87
70	1561	41749	2.98	79.59	85
69	1736	40188	3.31	76.62	82
68	1346	38452	2.57	73.31	80
67	1411	37106	2.69	70.74	77
66	1803	35695	3.44	68.05	75
65	2501	33892	4.77	64.62	72
64	1564	31391	2.98	59.85	68
63	1649	29827	3.14	56.87	65
62	1654	28178	3.15	53.72	62
61	1636	26524	3.12	50.57	58
60	1773	24888	3.38	47.45	54
59	1787	23115	3.41	44.07	50
58	1744	21328	3.32	40.66	47
57	1285	19584	2.45	37.34	44
56	1744	18299	3.32	34.89	42
55	963	16555	1.84	31.56	39
54	1705	15592	3.25	29.73	35
53	1702	13887	3.24	26.48	32
52	758	12185	1.45	23.23	28
51	896	11427	1.71	21.79	27
50	1614	10531	3.08	20.08	24
49	1095	8917	2.09	17.00	20
48	828	7822	1.58	14.91	17
47	968	6994	1.85	13.33	16
46	1293	6026	2.47	11.49	13
45	1094	4733	2.09	9.02	10
44	723	3639	1.38	6.94	8
43	512	2916	0.98	5.56	6
42	749	2404	1.43	4.58	4
41	534	1655	1.02	3.16	3
40	436	1121	0.84	2.14	2
39	399	683	0.76	1.30	1
38	153	284	0.29	0.54	1
LESS THAN 38	131	131	0.25	0.25	1

Notes *Students with valid scores are those students who attempted at least one item on the test.
Data received from LEAs after August 8, 2000 are not included in this table.

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Table 26. 1999-00 End-of-Course Distribution of Scale Scores
Biology

PRELIMINARY RESULTS

NUMBER OF STUDENTS WITH VALID SCORES*	80,549
MEAN	56.1
STANDARD DEVIATION	8.5
VARIANCE	71.7

HIGH SCORE 87

LOW SCORE 26

STATE PERCENTILES	SCALE SCORE
90	67.02
75	62.00
50 (MEDIAN)	56.09
25	50.38
10	44.75

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1995 STATE PERCENTILE
87	2	80549	0.00	100.00	99
85	2	80547	0.00	100.00	99
84	10	80545	0.01	100.00	99
82	22	80535	0.03	99.98	99
81	37	80513	0.05	99.96	99
80	52	80476	0.06	99.91	99
79	53	80424	0.07	99.84	99
78	104	80371	0.13	99.78	99
77	129	80267	0.16	99.65	99
76	165	80138	0.20	99.49	99
75	283	79973	0.35	99.28	99
74	446	79690	0.55	98.93	99
73	497	79244	0.62	98.38	98
72	625	78747	0.78	97.76	98
71	916	78122	1.14	96.99	97
70	852	77206	1.06	95.85	96
69	1348	76354	1.67	94.79	95
68	1632	75006	2.03	93.12	93
67	1816	73374	2.25	91.09	91
66	2043	71558	2.54	88.84	88
65	2384	69515	2.96	86.30	86
64	2493	67131	3.10	83.34	83
63	2760	64638	3.43	80.25	79
62	2918	61878	3.62	76.82	76
61	3159	58960	3.92	73.20	72
60	3268	55801	4.06	69.28	68
59	3513	52533	4.36	65.22	64
58	3552	49020	4.41	60.86	59
57	3594	45468	4.46	56.45	55
56	3874	41874	4.81	51.99	51
55	3808	38000	4.73	47.18	46
54	3716	34192	4.61	42.45	42
53	3801	30476	4.72	37.84	37
52	3187	26675	3.96	33.12	34
51	3005	23488	3.73	29.16	30
50	2918	20483	3.62	25.43	26
49	2277	17565	2.83	21.81	23
48	2323	15288	2.88	18.98	20
47	2376	12965	2.95	16.10	17
46	1427	10589	1.77	13.15	15
45	1479	9162	1.84	11.37	12
44	1598	7683	1.98	9.54	10
43	1089	6085	1.35	7.55	9
42	974	4996	1.21	6.20	7
41	1078	4022	1.34	4.99	6
40	672	2944	0.83	3.65	5
39	618	2272	0.77	2.82	3
38	457	1654	0.57	2.05	2
37	520	1197	0.65	1.49	1
36	272	677	0.34	0.84	1
LESS THAN 36	405	405	0.50	0.50	1

Notes. *Students with valid scores are those students who attempted at least one item on the test.
Data received from LEAs after August 8, 2000 are not included in this table.

Table 27. 1999-00 End-of-Course Distribution of Scale Scores
Chemistry

PRELIMINARY RESULTS

NUMBER OF STUDENTS WITH VALID SCORES*	42,605
MEAN	58.1
STANDARD DEVIATION	8.7
VARIANCE	74.8

HIGH SCORE	88
LOW SCORE	28

STATE PERCENTILES	SCALE SCORE
90	69.19
75	63.83
50 (MEDIAN)	58.04
25	52.17
10	46.91

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1997 STATE PERCENTILE
88	4	42605	0.01	100.00	99
87	14	42601	0.03	99.99	99
86	5	42587	0.01	99.96	99
85	24	42582	0.06	99.95	99
84	35	42558	0.08	99.89	99
83	35	42523	0.08	99.81	99
82	57	42488	0.13	99.73	99
81	61	42431	0.14	99.59	99
80	61	42370	0.14	99.45	99
79	135	42309	0.32	99.31	99
78	167	42174	0.39	98.99	99
77	162	42007	0.38	98.60	99
76	234	41845	0.55	98.22	99
75	298	41611	0.70	97.67	98
74	275	41313	0.65	96.97	98
73	471	41038	1.11	96.32	97
72	634	40567	1.49	95.22	96
71	524	39933	1.23	93.73	95
70	779	39409	1.83	92.50	94
69	912	38630	2.14	90.67	92
68	1127	37718	2.65	88.53	90
67	1265	36591	2.97	85.88	88
66	930	35326	2.18	82.92	86
65	1496	34396	3.51	80.73	83
64	1403	32900	3.29	77.22	80
63	1780	31497	4.18	73.93	76
62	1651	29717	3.88	69.75	72
61	2068	28066	4.85	65.87	68
60	1894	25998	4.45	61.02	64
59	1661	24104	3.90	56.58	60
58	2459	22443	5.77	52.68	56
57	1962	19984	4.61	46.91	51
56	1846	18022	4.33	42.30	46
55	1568	16176	3.68	37.97	42
54	2264	14608	5.31	34.29	37
53	1164	12344	2.73	28.97	33
52	1600	11180	3.76	26.24	28
51	1147	9580	2.69	22.49	25
50	1226	8433	2.88	19.79	22
49	1053	7207	2.47	16.92	19
48	1241	6154	2.91	14.44	16
47	1101	4913	2.58	11.53	13
46	744	3812	1.75	8.95	11
45	422	3068	0.99	7.20	9
44	481	2646	1.13	6.21	8
43	510	2165	1.20	5.08	6
42	395	1655	0.93	3.88	4
41	421	1260	0.99	2.96	3
40	258	839	0.61	1.97	2
39	294	581	0.69	1.36	1
38	121	287	0.28	0.67	1
37	62	166	0.15	0.39	1
36	54	104	0.13	0.24	1
LESS THAN 36	50	50	0.12	0.12	1

Notes: *Students with valid scores are those students who attempted at least one item on the test.
Data received from LEAs after August 8, 2000 are not included in this table.

Table 28. 1999-00 End-of-Course Distribution of Scale Scores
Economic, Legal, and Political Systems

PRELIMINARY RESULTS

NUMBER OF STUDENTS WITH VALID SCORES*	78,993
MEAN	55.1
STANDARD DEVIATION	8.9
VARIANCE	79.1

HIGH SCORE 84

LOW SCORE 21

STATE PERCENTILES	SCALE SCORE
90	66.28
75	61.46
50 (MEDIAN)	55.59
25	49.26
10	42.96

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1997 STATE PERCENTILE
84	2	78993	0.00	100.00	99
83	5	78991	0.01	100.00	99
82	2	78986	0.00	99.99	99
81	21	78984	0.03	99.99	99
80	17	78963	0.02	99.96	99
79	33	78946	0.04	99.94	99
78	51	78913	0.06	99.90	99
77	113	78862	0.14	99.83	99
76	116	78749	0.15	99.69	99
75	222	78633	0.28	99.54	99
74	188	78411	0.24	99.26	99
73	325	78223	0.41	99.03	99
72	704	77898	0.89	98.61	99
71	686	77194	0.87	97.72	98
70	769	76508	0.97	96.85	97
69	1315	75739	1.66	95.88	96
68	1271	74424	1.61	94.22	95
67	1688	73153	2.14	92.61	93
66	1705	71465	2.16	90.47	91
65	1929	69760	2.44	88.31	89
64	2676	67831	3.39	85.87	87
63	2855	65155	3.61	82.48	84
62	2939	62300	3.72	78.87	81
61	3105	59361	3.93	75.15	77
60	3241	56256	4.10	71.22	73
59	3583	53015	4.54	67.11	70
58	3294	49432	4.17	62.58	65
57	3346	46138	4.24	58.41	61
56	3611	42792	4.57	54.17	57
55	3156	39181	4.00	49.60	52
54	4044	36025	5.12	45.61	48
53	3008	31981	3.81	40.49	44
52	3140	28973	3.98	36.68	39
51	2812	25833	3.56	32.70	36
50	2645	23021	3.35	29.14	33
49	2645	20376	3.35	25.79	29
48	2341	17731	2.96	22.45	26
47	1783	15390	2.26	19.48	23
46	1935	13607	2.45	17.23	20
45	1667	11672	2.11	14.78	18
44	1517	10005	1.92	12.67	16
43	1093	8488	1.38	10.75	14
42	1157	7395	1.46	9.36	12
41	1113	6238	1.41	7.90	10
40	829	5125	1.05	6.49	9
39	926	4296	1.17	5.44	8
38	721	3370	0.91	4.27	6
37	631	2649	0.80	3.35	5
36	502	2018	0.64	2.55	4
35	540	1516	0.68	1.92	3
34	290	976	0.37	1.24	2
33	330	686	0.42	0.87	1
LESS THAN 33	356	356	0.45	0.45	1

Notes: *Students with valid scores are those students who attempted at least one item on the test.
Data received from LEAs after August 8, 2000 are not included in this table.

Table 29. 1999-00 End-of-Course Distribution of Scale Scores
English I

PRELIMINARY RESULTS

NUMBER OF STUDENTS WITH VALID SCORES*	93,428
MEAN	55.4
STANDARD DEVIATION	8.6
VARIANCE	73.6

HIGH SCORE 85

LOW SCORE 23

STATE PERCENTILES	SCALE SCORE
90	66.17
75	61.35
50 (MEDIAN)	55.62
25	49.80
10	44.19

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1995 STATE PERCENTILE
85	1	93428	0.00	100.00	99
84	3	93427	0.00	100.00	99
83	8	93424	0.01	100.00	99
82	20	93416	0.02	99.99	99
81	17	93396	0.02	99.97	99
80	39	93379	0.04	99.95	99
79	44	93340	0.05	99.91	99
78	155	93296	0.17	99.86	99
77	96	93141	0.10	99.69	99
76	158	93045	0.17	99.59	99
75	357	92887	0.38	99.42	99
74	312	92530	0.33	99.04	99
73	450	92218	0.48	98.70	99
72	713	91768	0.76	98.22	99
71	844	91055	0.90	97.46	98
70	1018	90211	1.09	96.56	97
69	1279	89193	1.37	95.47	97
68	1383	87914	1.48	94.10	96
67	1589	86531	1.70	92.62	94
66	2620	84942	2.80	90.92	93
65	2791	82322	2.99	88.11	91
64	2270	79531	2.43	85.13	89
63	4110	77261	4.40	82.70	86
62	2591	73151	2.77	78.30	84
61	3283	70560	3.51	75.52	81
60	4483	67277	4.80	72.01	77
59	4164	62794	4.46	67.21	73
58	3774	58630	4.04	62.75	70
57	5228	54856	5.60	58.71	66
56	3328	49628	3.56	53.12	62
55	5259	46300	5.63	49.56	58
54	3606	41041	3.86	43.93	53
53	4492	37435	4.81	40.07	49
52	3411	32943	3.65	35.26	45
51	3400	29532	3.64	31.61	40
50	3969	26132	4.25	27.97	37
49	2215	22163	2.37	23.72	32
48	3310	19948	3.54	21.35	28
47	2664	16638	2.85	17.81	25
46	1840	13974	1.97	14.96	22
45	2322	12134	2.49	12.99	19
44	1512	9812	1.62	10.50	16
43	1360	8300	1.46	8.88	14
42	1249	6940	1.34	7.43	11
41	1098	5691	1.18	6.09	9
40	957	4593	1.02	4.92	8
39	857	3636	0.92	3.89	6
38	640	2779	0.69	2.97	5
37	588	2139	0.63	2.29	4
36	447	1551	0.48	1.66	3
35	330	1104	0.35	1.18	2
34	257	774	0.28	0.83	2
33	170	517	0.18	0.55	1
LESS THAN 33	347	347	0.37	0.37	1

Notes: *Students with valid scores are those students who attempted at least one item on the test
Data received from LEAs after August 8, 2000 are not included in this table.

Table 30. 1999-00 End-of-Course Distribution of Scale Scores
Geometry

PRELIMINARY RESULTS

NUMBER OF STUDENTS WITH VALID SCORES*	64,572
MEAN	59.1
STANDARD DEVIATION	10.0
VARIANCE	99.6

HIGH SCORE	91
LOW SCORE	25

STATE PERCENTILES	SCALE SCORE
90	72.36
75	66.15
50 (MEDIAN)	59.29
25	51.91
10	45.72

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1997 STATE PERCENTILE
91	1	64572	0.00	100.00	99
89	8	64571	0.01	100.00	99
88	17	64563	0.03	99.99	99
87	3	64546	0.00	99.96	99
86	38	64543	0.06	99.96	99
85	84	64505	0.13	99.90	99
84	59	64421	0.09	99.77	99
83	170	64362	0.26	99.67	99
82	142	64192	0.22	99.41	99
81	293	64050	0.45	99.19	99
80	270	63757	0.42	98.74	99
79	421	63487	0.65	98.32	99
78	521	63066	0.81	97.67	98
77	629	62545	0.97	96.86	98
76	644	61916	1.00	95.89	97
75	723	61272	1.12	94.89	96
74	811	60549	1.26	93.77	95
73	1475	59738	2.28	92.51	94
72	1023	58263	1.58	90.23	92
71	1490	57240	2.31	88.65	91
70	1578	55750	2.44	86.34	89
69	1618	54172	2.51	83.89	87
68	1857	52554	2.88	81.39	84
67	1362	50697	2.11	78.51	82
66	2610	49335	4.04	76.40	79
65	2246	46725	3.48	72.36	76
64	1733	44479	2.68	68.88	73
63	3024	42746	4.68	66.20	70
62	1898	39722	2.94	61.52	67
61	1935	37824	3.00	58.58	63
60	3162	35889	4.90	55.58	60
59	2068	32727	3.20	50.68	56
58	2731	30659	4.23	47.48	53
57	2115	27928	3.28	43.25	49
56	2077	25813	3.22	39.98	45
55	2115	23736	3.28	36.76	42
54	2113	21621	3.27	33.48	39
53	2134	19508	3.30	30.21	36
52	2093	17374	3.24	26.91	33
51	1336	15281	2.07	23.67	31
50	1929	13945	2.99	21.60	28
49	1871	12016	2.90	18.61	25
48	1741	10145	2.70	15.71	22
47	1115	8404	1.73	13.01	19
46	1066	7289	1.65	11.29	16
45	1345	6223	2.08	9.64	14
44	1194	4878	1.85	7.55	13
43	678	3684	1.05	5.71	11
42	591	3006	0.92	4.66	9
41	584	2415	0.90	3.74	7
40	639	1831	0.99	2.84	5
39	439	1192	0.68	1.85	3
38	291	753	0.45	1.17	2
37	126	462	0.20	0.72	1
36	150	336	0.23	0.52	1
35	87	186	0.13	0.29	1
LESS THAN 35	99	99	0.15	0.15	1

Notes: *Students with valid scores are those students who attempted at least one item on the test.
Data received from LEAs after August 8, 2000 are not included in this table.

Table 31. 1999-00 End-of-Course Distribution of Scale Scores
Physical Science

PRELIMINARY RESULTS

NUMBER OF STUDENTS WITH VALID SCORES*	67,066
MEAN	54.9
STANDARD DEVIATION	8.7
VARIANCE	76.0

HIGH SCORE	86
LOW SCORE	26

STATE PERCENTILES	SCALE SCORE
90	65.91
75	60.98
50 (MEDIAN)	55.19
25	48.78
10	42.90

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1997 STATE PERCENTILE
86	1	67066	0.00	100.00	99
85	2	67065	0.00	100.00	99
84	4	67063	0.01	100.00	99
83	2	67059	0.00	99.99	99
82	6	67057	0.01	99.99	99
81	9	67051	0.01	99.98	99
80	40	67042	0.06	99.96	99
79	40	67002	0.06	99.90	99
78	81	66962	0.12	99.84	99
77	120	66881	0.18	99.72	99
76	135	66761	0.20	99.55	99
75	197	66626	0.29	99.34	99
74	220	66429	0.33	99.05	99
73	276	66209	0.41	98.72	99
72	468	65933	0.70	98.31	98
71	686	65465	1.02	97.61	97
70	682	64779	1.02	96.59	96
69	588	64097	0.88	95.57	95
68	1380	63509	2.06	94.70	94
67	790	62129	1.18	92.64	92
66	1672	61339	2.49	91.46	90
65	1675	59667	2.50	88.97	88
64	1672	57992	2.49	86.47	86
63	2462	56320	3.67	83.98	83
62	2451	53858	3.65	80.31	80
61	2148	51407	3.20	76.65	77
60	3203	49259	4.78	73.45	73
59	2437	46056	3.63	68.67	70
58	3027	43619	4.51	65.04	66
57	2780	40592	4.15	60.53	61
56	3293	37812	4.91	56.38	57
55	3138	34519	4.68	51.47	54
54	2583	31381	3.85	46.79	49
53	3298	28798	4.92	42.94	46
52	1923	25500	2.87	38.02	42
51	3731	23577	5.56	35.15	38
50	1794	19846	2.67	29.59	35
49	1787	18052	2.66	26.92	31
48	2324	16265	3.47	24.25	28
47	2204	13941	3.29	20.79	25
46	1492	11737	2.22	17.50	22
45	1462	10245	2.18	15.28	20
44	1336	8783	1.99	13.10	17
43	1230	7447	1.83	11.10	15
42	1178	6217	1.76	9.27	13
41	1042	5039	1.55	7.51	11
40	1168	3997	1.74	5.96	9
39	687	2829	1.02	4.22	7
38	603	2142	0.90	3.19	5
37	504	1539	0.75	2.29	4
36	413	1035	0.62	1.54	3
35	297	622	0.44	0.93	2
34	152	325	0.23	0.48	1
33	71	173	0.11	0.26	1
LESS THAN 33	102	102	0.15	0.15	1

Notes: *Students with valid scores are those students who attempted at least one item on the test.
Data received from LEAs after August 8, 2000 are not included in this table.

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Table 32. 1999-00 End-of-Course Distribution of Scale Scores
Physics

PRELIMINARY RESULTS

NUMBER OF STUDENTS WITH VALID SCORES*	11,429
MEAN	57.1
STANDARD DEVIATION	9.0
VARIANCE	81.4

HIGH SCORE	86
LOW SCORE	24

STATE PERCENTILES	SCALE SCORE
90	68.61
75	63.39
50 (MEDIAN)	57.25
25	50.78
10	45.76

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1997 STATE PERCENTILE
86	1	11429	0.01	100.00	99
85	1	11428	0.01	99.99	99
84	6	11427	0.05	99.98	99
83	4	11421	0.03	99.93	99
82	19	11417	0.17	99.90	99
81	10	11398	0.09	99.73	99
80	17	11388	0.15	99.64	99
79	18	11371	0.16	99.49	99
78	48	11353	0.42	99.34	99
77	54	11305	0.47	98.92	99
76	49	11251	0.43	98.44	99
75	65	11202	0.57	98.01	98
74	97	11137	0.85	97.45	98
73	121	11040	1.06	96.60	97
72	118	10919	1.03	95.54	96
71	126	10801	1.10	94.51	95
70	203	10675	1.78	93.40	94
69	208	10472	1.82	91.63	93
68	271	10264	2.37	89.81	91
67	335	9993	2.93	87.44	89
66	243	9658	2.13	84.50	87
65	341	9415	2.98	82.38	84
64	461	9074	4.03	79.39	82
63	388	8613	3.39	75.36	78
62	417	8225	3.65	71.97	75
61	543	7808	4.75	68.32	71
60	359	7265	3.14	63.57	68
59	564	6906	4.93	60.43	63
58	477	6342	4.17	55.49	59
57	594	5865	5.20	51.32	54
56	389	5271	3.40	46.12	50
55	522	4882	4.57	42.72	46
54	506	4360	4.43	38.15	42
53	428	3854	3.74	33.72	37
52	331	3426	2.90	29.98	33
51	331	3095	2.90	27.08	30
50	425	2764	3.72	24.18	27
49	440	2339	3.85	20.47	23
48	284	1899	2.48	16.62	20
47	314	1615	2.75	14.13	17
46	214	1301	1.87	11.38	14
45	179	1087	1.57	9.51	12
44	120	908	1.05	7.94	10
43	155	788	1.36	6.89	8
42	105	633	0.92	5.54	7
41	69	528	0.60	4.62	5
40	112	459	0.98	4.02	4
39	91	347	0.80	3.04	3
38	60	256	0.52	2.24	2
37	49	196	0.43	1.71	2
36	52	147	0.45	1.29	1
35	26	95	0.23	0.83	1
LESS THAN 35	69	69	0.60	0.60	1

Notes: *Students with valid scores are those students who attempted at least one item on the test.
Data received from LEAs after August 8, 2000 are not included in this table.

Table 33. 1998-99 End-of-Course Distribution of Scale Scores
U.S. History

PRELIMINARY RESULTS

NUMBER OF STUDENTS WITH VALID SCORES*	70,935
MEAN	55.8
STANDARD DEVIATION	8.3
VARIANCE	69.0

HIGH SCORE	87
LOW SCORE	25

STATE PERCENTILES	SCALE SCORE
90	66.32
75	61.55
50 (MEDIAN)	55.88
25	50.02
10	44.67

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1995 STATE PERCENTILE
87	2	70935	0.00	100.00	99
86	1	70933	0.00	100.00	99
85	3	70932	0.00	100.00	99
84	5	70929	0.01	99.99	99
83	7	70924	0.01	99.98	99
82	14	70917	0.02	99.97	99
81	23	70903	0.03	99.95	99
80	41	70880	0.06	99.92	99
79	50	70839	0.07	99.86	99
78	85	70789	0.12	99.79	99
77	102	70704	0.14	99.67	99
76	149	70602	0.21	99.53	99
75	198	70453	0.28	99.32	99
74	349	70255	0.49	99.04	99
73	300	69906	0.42	98.55	98
72	555	69606	0.78	98.13	98
71	595	69051	0.84	97.34	97
70	933	68456	1.32	96.51	96
69	868	67523	1.22	95.19	94
68	1285	66655	1.81	93.97	92
67	1279	65370	1.80	92.15	90
66	1391	64091	1.96	90.35	88
65	1893	62700	2.67	88.39	85
64	2455	60807	3.46	85.72	82
63	2414	58352	3.40	82.26	78
62	2872	55938	4.05	78.86	74
61	3081	53066	4.34	74.81	70
60	2806	49985	3.96	70.47	66
59	3087	47179	4.35	66.51	61
58	3075	44092	4.33	62.16	57
57	3341	41017	4.71	57.82	52
56	3583	37676	5.05	53.11	48
55	3130	34093	4.41	48.06	44
54	3373	30963	4.76	43.65	39
53	3388	27590	4.78	38.89	35
52	2640	24202	3.72	34.12	30
51	2342	21562	3.30	30.40	27
50	3068	19220	4.33	27.10	23
49	2497	16152	3.52	22.77	20
48	1853	13655	2.61	19.25	17
47	2355	11802	3.32	16.64	15
46	1447	9447	2.04	13.32	12
45	1098	8000	1.55	11.28	10
44	1478	6902	2.08	9.73	8
43	1375	5424	1.94	7.65	6
42	791	4049	1.12	5.71	5
41	628	3258	0.89	4.59	4
40	580	2630	0.82	3.71	3
39	590	2050	0.83	2.89	2
38	521	1460	0.73	2.06	1
37	334	939	0.47	1.32	1
36	179	605	0.25	0.85	1
35	174	426	0.25	0.60	1
LESS THAN 35	252	252	0.36	0.36	1

Notes: *Students with valid scores are those students who attempted at least one item on the test.
Data received from LEAs after August 8, 2000 are not included in this table.

Table 34. 1999-00 End-of-Course Multiple-Choice Test Results
Algebra I -- Mean Scale Score by LEA (Maximum=87)

PRELIMINARY RESULTS

State	Mean Score*	2000 LEA Performance
	78.0	Magellan**
	...	
	73.0	Lake Norman**
	...	
	70.0	Exploris**
	69.5	Quest Academy**
	69.0	Mount Airy City
	68.5	Arapahoe**
	...	
	67.5	Thomas Jefferson**
	...	
	66.0	Chapel Hill-Carrboro City, Elkin City
	65.5	Downtown Middle**, Madison, Watauga
	65.0	Buncombe, Burke, Polk, Transylvania
	64.5	Cabarrus, Haywood, Surry
	64.0	Ashe, Catawba, Chatham Charter**, Cherokee, Clay, Newton Conover City
	63.5	Gates, Henderson, Perquimans, Rutherford, Wake
	63.0	Currituck, Graham, Greene, Jackson
	62.5	Asheboro City, Johnston, Scotland
	62.0	Pender, Richmond, Union, Wilkes, Wilson
	61.5	Alexander, Cleveland, Orange, Pitt, Rowan-Salisbury, Shelby City, Stanly, Village Charter**, Yancey
	61.0	American Ren. Middle**, Chatham, Clinton City, Davidson, McDowell, Randolph, Summit Charter**, Winston-Salem/Forsyth
	60.5	Carteret, Dare, Davie, Gaston, Granville, Lee, Moore, Onslow
	60.0	Craven, Iredell-Statesville, Kannapolis City, Lenoir, Roanoke Rapids City
2000 State	59.5	Alamance-Burlington, Hickory City, Person, Raleigh Charter HS**, Sampson, Thomasville City
	59.0	Alleghany, Avery, Camden, Edgecombe, Kings Mountain City, Lincoln, Nash-Rocky Mount, Stokes
	58.5	Asheville City, Beaufort, Caldwell, Franklin, Guilford, Mooresville City, New Hanover, Rockingham, Wayne
1999 State	58.0	Brunswick, Columbus, Harnett, Pamlico
	57.5	Edenton/Chowan, Macon, Martin, Whiteville City
1998 State	57.0	Swain
	56.5	Cape Lookout Marine**, Tyrrell
1997 State	56.0	Bladen, Charlotte/Mecklenburg, Cumberland, Durham, Vance
1994 State	55.5	Duplin
1995,1996 State	55.0	Anson, Mitchell
	54.5	Hoke, Robeson
	54.0	Weldon City, Woods Charter**
	53.5	Caswell, Elizabeth City/Pasquotank, Lexington City, Northampton
	53.0	Bertie, New Century**
	52.5	Jones, Montgomery, Yadkin
	52.0	Kestrel Heights**, River Mill Charter**
	51.5	Hertford, Hyde, Washington
	51.0	Warren
	...	
	50.0	Halifax, Laurinburg Homework**
	...	
	49.0	East Wake Academy**, Lakeside School**
	48.5	J.H. Baker Jr High**
	48.0	Carter Community**
	...	
	44.0	Wayne Academy**
	...	
	43.0	Provisions Academy**
	...	
	40.0	Lift Academy**, Oma's Inc. **
	...	
	38.5	Kennedy Charter**
	...	
	*	Crossnore Academy**, Grandfather Academy**, Omuteko Gwamazima**

Notes: *Scale scores are rounded up to the nearest five-tenths of a point. *Data are not reported where number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after July 25, 2000 are not included in this table.

Table 35. 1999-00 End-of-Course Multiple-Choice Test Results
Algebra II – Mean Scale Score by LEA (Maximum=92)

PRELIMINARY RESULTS

State	Mean Score[1]	2000 LEA Performance
	71.1	Raleigh Charter HS**
	69.9	Chapel Hill-Carrboro City, Elkin City
	67.7	Haywood, Mount Airy City
	67.3	Orange, Transylvania
	66.9	Watauga
	66.5	Graham
	66.1	Wilkes
	65.9	Madison, Shelby City
	65.7	Burke
	65.5	Granville, Perquimans
	65.3	Iredell-Statesville
	65.1	Wake
	64.9	Newton Conover City
	64.7	Pamlico
	64.5	Clay, Dare
	64.3	Buncombe
	64.1	Henderson
	63.9	Stanly
	63.7	Cherokee, Johnston, New Hanover, Pitt
	63.5	Ashe, Catawba
	63.3	Alexander, Cabarrus, Surry, Swain
	63.1	Craven, Currituck
	62.7	McDowell
	62.5	Alleghany, Lenoir, Scotland
	62.3	Randolph
	62.1	Hyde, Onslow, Thomasville City, Union
	61.9	Asheboro City, Guilford, Moore, Winston-Salem/Forsyth
	61.7	Mitchell
	61.5	Davie, Yancey
	61.3	Camden, Chatham, Edenton/Chowan
2000 State	61.1	Anson, Wilson
	60.9	Carteret, Pender, Rutherford
	60.7	Macon, Mooresville City
	60.5	Charlotte/Mecklenburg
	60.3	Alamance-Burlington, Caldwell, Durham, Franklin, Rockingham
1999 State	60.1	Gates, Harnett, Person, Rowan-Salisbury
	59.7	Duplin
	59.5	Cape Lookout Marine**, Davidson, Edgecombe, Lincoln, Sampson
	59.3	Gaston, Hickory City, Kannapolis City, Wayne
	59.1	Caswell
	58.9	Asheville City, Beaufort, Lee
	58.7	Avery, Jackson, Roanoke Rapids City
	58.5	Nash-Rocky Mount
	58.1	Martin
	57.7	Cleveland, Kings Mountain City, New Century**, Whiteville City
	57.5	Clinton City, Lexington City, River Mill Charter**
	57.3	Elizabeth City/Pasquotank, Greene, Polk
	57.1	Brunswick, Tyrrell
	56.7	Montgomery, Yadkin
	56.3	Richmond
	56.1	Cumberland, Stokes
	55.9	Bladen, Hoke
	55.1	Hertford
	54.7	Columbus
	54.3	Vance
	53.5	Bertie
	53.3	Warren, Weldon City
	52.9	Washington
	52.7	Robeson
	51.9	Jones, Woods Charter**
	51.3	Northampton
	49.9	Halifax
	45.5	Oma's Inc **
	43.1	Provisions Academy**
	42.9	Right Step**
	40.3	Laurinburg**
	*	J.H. Baker Jr High**, Kestrel Heights**, Laurinburg Homework**, Lift Academy**, Quest Academy**, Thomas Jefferson**

Notes [1]Scale scores are rounded up to the nearest two-tenths of a point *Data are not reported where number tested is fewer than five

**Denotes a charter school For reporting purposes the charter school name has been abbreviated The complete charter school name can be found in the Appendix

Data received from LEAs after July 25, 2000 are not included in this table

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Table 36. 1999-00 End-of-Course Multiple-Choice Test Results
Biology -- Mean Scale Score by LEA (Maximum=89)

PRELIMINARY RESULTS

State	Mean Score†	2000 LEA Performance
	64.3	Raleigh Charter HS**
	62.7	Chapel Hill-Carrboro City
	59.9	Thomas Jefferson**
	59.5	Granville
	59.3	Polk, Transylvania, Watauga
	59.1	Wake, Woods Charter**
	58.9	Elkin City
	58.7	Yancey
	58.3	New Hanover, Orange
	58.1	Cabarrus, Clay, Macon, Perquimans
	57.9	Cherokee, Jackson, Johnston
	57.7	Buncombe, Burke, Guilford, Shelby City
	57.5	Mitchell
	57.3	Alexander, Newton Conover City
	57.1	Avery, Davie, Graham, Henderson, Hickory City, Kings Mountain City, Mount Airy City, Whiteville City, Wilkes
	56.9	Haywood, Lexington City, Onslow, Pitt
	56.7	McDowell, Stanly, Winston-Salem/Forsyth
	56.5	Charlotte/Mecklenburg, Lee, Surry
1998 State	56.3	Asheboro City, Camden, Kannapolis City
1999, **2000 State**	56.1	Carteret, Dare, Gaston, Iredell-Statesville, Lincoln, Mooresville City, Roanoke Rapids City, Stokes, Swain
1997 State	55.9	Catawba, Davidson, Durham, Randolph
	55.7	Asheville City, Chatham, Cleveland, Craven, Franklin, Person, Rutherford
1995,1996 State	55.5	Caldwell, Yadkin
	55.3	Edgecombe
	55.1	Alleghany, Duplin
	54.9	Ashe, Madison, Moore, Rockingham, Scotland, Union, Wayne, Wilson
	54.7	Brunswick, Edenton/Chowan, Harnett, River Mill Charter**, Rowan-Salisbury
	54.5	Alamance-Burlington, Cumberland, Thomasville City
	54.3	Martin
	54.1	Currituck, Lenoir, Pender
	53.9	Northampton, Sampson
	53.7	Bladen, Columbus, Greene, Nash-Rocky Mount, Pamlico
	53.5	Vance
	53.1	Beaufort
	52.9	New Century**
	52.7	Elizabeth City/Pasquotank, Washington
	52.3	Hyde, Jones, Montgomery, Richmond
	52.1	Caswell, Clinton City, Gates, Laurinburg Homework**, Robeson
	51.9	Hoke
	51.3	Tyrrell
	51.1	Warren
	50.9	Anson, Weldon City
	50.7	Bertie
	50.1	Hertford
	49.7	Cape Lookout Marine**
	49.3	Halifax
	47.7	Oma's Inc **
	45.7	Provisions Academy**
	44.9	J.H. Baker Jr High**, Right Step**
	43.7	Lift Academy**, Wayne Academy**
	43.3	Kennedy Charter**
	*	Crossnore Academy**, Grandfather Academy**, Lakeside School**, Quest Academy**

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Notes: †Scale scores are rounded up to the nearest two-tenths of a point. *Data are not reported where number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after July 25, 2000 are not included in this table.

Table 37. 1999-00 End-of-Course Multiple-Choice Test Results
Chemistry -- Mean Scale Score by LEA (Maximum=87)

PRELIMINARY RESULTS

State	Mean Score†	2000 LEA Performance
	65.9	Chapel Hill-Carrboro City
	65.7	Transylvania
	63.9	Hickory City
	62.5	Yancey
	62.3	Cherokee, Mooresville City, Orange, Raleigh Charter HS**
	62.1	Carteret, Lexington City
	61.9	Watauga
	61.7	Scotland
	61.5	Cabarrus, Richmond, Roanoke Rapids City
	61.3	Wake
	61.1	Davie, McDowell, Wilkes
	60.9	Henderson, Whiteville City
	60.7	Currituck, Kannapolis City
	60.5	Dare, New Hanover, Union
	60.3	Burke, Onslow
	60.1	Mitchell, Pender
	59.9	Stanly
	59.7	Catawba
	59.5	Durham, Greene, Iredell-Statesville, Johnston, Rowan-Salisbury, Stokes
	59.3	Perquimans
	59.1	Granville, Mount Airy City
	58.9	Clinton City, Craven, Newton Conover City
	58.7	Alexander, Gaston, Guilford
	58.5	Alleghany, Elkin City, Winston-Salem/Forsyth
	58.3	Lenoir, Person
2000 State	58.1	Buncombe
1999 State	57.9	Caldwell, Harnett, Haywood, Pamlico, Sampson
	57.7	Beaufort, Nash-Rocky Mount
	57.5	Lee, Martin
	57.3	Asheville City, Franklin, Macon, Randolph, Rutherford
	57.1	Camden, Cleveland, Lincoln, Moore, Surry
	56.9	Davidson, Graham, Madison, Pitt
	56.7	Elizabeth City/Pasquotank, Jackson
	56.5	Ashe
	56.3	Brunswick, Duplin, Edgecombe, Polk, Swain, Thomasville City
	56.1	Alamance-Burlington, Asheboro City, Charlotte/Mecklenburg, Cumberland, Wilson
	55.9	Chatham, Rockingham
	55.7	Avery, Clay
	55.5	Montgomery, Shelby City
	55.1	Hyde
	54.9	River Mill Charter**, Tyrrell
	54.7	Yadkin
	54.5	Columbus
	54.3	Kings Mountain City
	54.1	Anson, Bladen, Caswell, Gates, Northampton, Woods Charter**
	53.9	Wayne
	53.5	Warren
	52.9	Edenton/Chowan, Robeson
	52.3	Jones, Vance
	51.9	Hertford, New Century**, Washington
	50.9	Bertie
	49.5	Hoke
	48.5	Halifax
	47.7	Weldon City
	45.7	Right Step**
	*	Provisions Academy**, Quest Academy**

Notes: †Scale scores are rounded up to the nearest two-tenths of a point. *Data are not reported where number tested is fewer than five.

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Data received from LEAs after July 25, 2000 are not included in this table.

Table 38. 1999-00 End-of-Course Multiple-Choice Test Results
Economic, Legal, and Political Systems – Mean Scale Score by LEA (Maximum=87)

PRELIMINARY RESULTS

State	Mean Score†	2000 LEA Performance
	63.7	Raleigh Charter HS**
	61.7	Swain
	61.1	Chapel Hill-Carrboro City, Cherokee
	60.5	Shelby City
	60.1	Avery
	59.5	Currituck, Johnston
	58.7	Brunswick
	58.5	Burke, Granville, Hyde
	58.1	Randolph
	57.9	Clay, Elkin City
	57.7	Polk, Rowan-Salisbury, Wake
	57.5	Dare, Iredell-Statesville
	57.3	Cabarrus, Edgecombe, Union, Whiteville City
	57.1	Pitt, Transylvania, Woods Charter**
	56.9	Beaufort, Buncombe, Madison
	56.7	Wayne
	56.5	Ashe, Davie, Guilford, Kings Mountain City, Martin, Mooresville City
	56.3	Perquimans, Stanly, Watauga
	56.1	Davidson, Graham
	55.9	Carteret, Greene, Onslow
	55.7	Asheville City, Cleveland, Orange, Wilkes
	55.5	Harnett, Haywood, Jackson, New Hanover, Rockingham, Scotland, Surry, Winston-Salem/Forsyth
	55.3	Henderson, Mitchell, Newton Conover City, Stokes
1999, 2000 State	55.1	Catawba, Craven, Macon, Moore
1998 State	54.9	Gates, Kannapolis City, Yancey
	54.7	Lee, McDowell, Yadkin
	54.5	Mount Airy City, Pamlico
	54.3	Cumberland
	54.1	Hickory City, Lenoir
1997 State	53.9	Charlotte/Mecklenburg, Columbus, Rutherford, Sampson, Wilson
	53.7	Bladen, Chatham, Clinton City, Duplin, Franklin, Lincoln, Person
	53.5	Alleghany, Asheboro City, Hoke, River Mill Charter**
	53.3	Alamance-Burlington, Alexander, Bertie, Elizabeth City/Pasquotank, Hertford
	53.1	Caswell, Lexington City, Pender, Roanoke Rapids City
	52.9	Camden, Cape Lookout Marine**, Durham
	52.7	Edenton/Chowan, Richmond
	52.3	Caldwell
	52.1	Montgomery, Nash-Rocky Mount
	51.9	Gaston
	51.7	Tyrrell
	51.5	Jones, Thomasville City
	51.3	Anson, Northampton
	51.1	Vance
	50.7	Oma's Inc **
	50.5	East Wake Academy**
	49.7	Halifax
	49.3	Weldon City
	48.3	Robeson
	48.1	Warren, Washington
	47.7	Carter Community**, Laurinburg Homework**
	46.1	Kennedy Charter**, Provisions Academy**
	45.9	J H Baker Jr High**
	42.9	Right Step**
	42.1	Wayne Academy**
	41.5	Laurinburg**
	38.5	Lift Academy**
	*	Crossnore Academy**, Grandfather Academy**, Lakeside School**, New Century**, Omuteko Gwamazima**, Quest Academy**

Notes †Scale scores are rounded up to the nearest two-tenths of a point *Data are not reported where number tested is fewer than five

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Data received from LEAs after July 25, 2000 are not included in this table

Table 39. 1999-2000 End-of-Course Multiple-Choice Test Results English I -- Mean Scale Score by LEA (Maximum=86)

PRELIMINARY RESULTS

State	Mean Score†	2000 LEA Performance
	63.5	Chapel Hill-Carrboro City, Raleigh Charter HS**
	61.3	Thomas Jefferson**
	59.3	Elkin City
	58.9	Woods Charter**
	58.5	Clay
	58.1	Wake
	57.9	Shelby City, Transylvania, Watauga, Yancey
	57.7	Camden, Cherokee, Graham
	57.5	Swain
	57.3	Buncombe, Johnston, Person
	57.1	Asheboro City, Cabarrus, Pamlico
	56.9	Jackson, Orange, Polk
	56.7	Burke, Mount Airy City, New Hanover
	56.5	Craven, Davie, Haywood, Moore, Union, Whiteville City, Winston-Salem/Forsyth
	56.3	Macon, Mitchell, Mooresville City, Pender, Stanly
	56.1	Carteret, Henderson
	55.9	Asheville City, Dare, Guilford, McDowell, Pitt, Roanoke Rapids City
	55.7	Avery, Charlotte/Mecklenburg, Cleveland, Currituck, Davidson, Onslow
2000 State	55.5	Catawba, Chatham, Durham, Gaston, Granville, Harnett
	55.3	Alexander, Caldwell, Lee, Lenoir, Rockingham, Surry, Wilkes
	55.1	Clinton City, Iredell-Statesville, Kings Mountain City, Rutherford
	54.9	Richmond, Rowan-Salisbury
	54.7	Alamance-Burlington, Alleghany, Brunswick, Caswell, Wayne
1999 State	54.5	Cumberland, Edgecombe, Randolph
	54.3	Ashe, Elizabeth City/Pasquotank, Greene, Lincoln, Newton Conover City, Sampson, Wilson
	54.1	Edenton/Chowan, Hickory City
	53.9	Yadkin
1998 State	53.7	Nash-Rocky Mount, Perquimans
	53.5	Beaufort, Duplin, Gates, Lexington City, Madison, New Century**, Scotland
1997 State	53.3	Columbus, Franklin
1995, 1996 State	53.1	Stokes
	52.9	Martin
	52.7	Bladen, Kannapolis City, Montgomery, River Mill Charter**
	52.5	Northampton
	52.3	Hoke, Tyrrell
	52.1	Anson, Kestrel Heights**, Thomasville City
	51.9	East Wake Academy**, Vance
	51.7	Hyde, Warren
	51.1	Bertie
	50.5	Jones
	50.3	Robeson, Washington
	49.7	Cape Lookout Marine**, Hertford, Provisions Academy**
	49.5	Weldon City
	48.3	Laurinburg Homework**
	48.1	Carter Community**, Halifax, Oma's Inc **
	47.5	J H Baker Jr High**
	45.7	Wayne Academy**
	43.7	Lift Academy**
	43.1	Right Step**
	38.9	Kennedy Charter**
	*	C G Woodson**, Crossnore Academy**, Grandfather Academy**, Lakeside School**, Omuteko Gwamazima**, Quest Academy**

Notes: †Scale scores are rounded up to the nearest two-tenths of a point. *Data are not reported where number tested is fewer than five.

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Data received from LEAs after July 25, 2000 are not included in this table.

Table 40. 1999-00 End-of-Course Multiple-Choice Test Results
Geometry -- Mean Scale Score by LEA (Maximum=91)

PRELIMINARY RESULTS

State	Mean Score*	2000 LEA Performance
	80.5	Magellan**
	....	
	74.0	Exploris**
	....	
	68.5	Lake Norman**
	....	
	67.0	Chapel Hill-Carrboro City
	66.5	Raleigh Charter HS**
	66.0	Currituck
	....	
	65.0	Yancey
	64.5	Quest Academy**, Transylvania
	64.0	Iredell-Statesville
	63.5	Catawba, Haywood, Newton Conover City, Watauga
	63.0	Asheboro City, Buncombe, Cherokee, Clay, Edenton/Chowan, Henderson, Roanoke Rapids City, Wake
	62.5	Burke, Cabarrus, Dare, Graham, Mooresville City, Pamlico, Shelby City
	62.0	Gates, Orange, Stanly, Stokes
	61.5	Alexander, Elkin City, Granville, McDowell, Scotland
	61.0	Carteret, Johnston, Pitt, Surry, Union, Wilkes
	60.5	Alleghany, Chatham, Jackson, Lenior, Moore, New Hanover, Onslow, Perquimans, Winston-Salem/Forsyth
	60.0	Camden, Davidson, Guilford, Kestrel Heights**, Macon, Madison, Rutherford
2000 State	59.5	Lee, Randolph, Rowan-Salisbury, Swain
	59.0	Ashe, Asheville City, Caldwell, Cleveland, Harnett, Person, Polk, Thomasville City
1999 State	58.5	Craven, Davie, Durham, Franklin, Gaston, Rockingham, Sampson, Yadkin
	58.0	Alamance-Burlington, Avery, Mitchell, Mount Airy City, Nash-Rocky Mount, Pender, River Mill Charter
	57.5	Beaufort, Brunswick, Charlotte/Mecklenburg, Clinton City, Kings Mountain City, Lincoln, Wayne, Wilson
	57.0	Edgecombe, Kannapolis City, Martin, Whiteville City
	....	
	56.0	Duplin, Montgomery, Tyrrell
	55.5	Lexington City
	55.0	Anson, Columbus, Warren
	54.5	Bladen, Cumberland, Elizabeth City/Pasquotank, Greene, New Century**
	54.0	Caswell
	53.5	Hyde, Jones, Richmond, Vance
	53.0	Robeson
	52.5	Washington
	52.0	Bertie
	....	
	51.0	Hoke, Weldon City
	50.5	Northampton
	....	
	49.5	Hertford
	....	
	47.5	Halifax, Hickory City
	....	
	45.0	Right Step**
	....	
	*	Cape Lookout Marine**, Crossnore Academy**, Grandfather Academy**, J.H. Baker Jr High**, Lakeside School** Laurinburg**, Lift Academy**, Village Charter**

Notes: *Scale scores are rounded up to the nearest five-tenths of a point. *Data are not reported where number tested is fewer than five.

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Data received from LEAs after July 25, 2000 are not included in this table.

Table 41. 1999-00 End-of-Course Multiple-Choice Test Results
Physical Science – Mean Scale Score by LEA (Maximum=89)

PRELIMINARY RESULTS

State	Mean Score*	2000 LEA Performance
	62.1	Elkin City
	61.5	Transylvania
	61.3	Cherokee
	60.1	Avery
	59.9	Ashe
	59.7	Carteret
	59.5	Johnston
	59.1	Cabarrus, Currituck, Dare
	58.9	Haywood
	58.7	Newton Conover City
	58.5	Watauga
	58.3	Woods Charter**
	58.1	Burke, Chapel Hill-Carrboro City
	57.9	Clay, Kannapolis City
	57.7	Franklin
	57.5	Catawba, Davie, Onslow, Pitt
	57.3	Gates, Graham
	57.1	Buncombe, Macon, Surry, Union
	56.9	Caldwell
	56.7	Brunswick, Gaston, Lee, Stanly, Thomasville City
	56.5	Alexander, Craven, Iredell-Statesville, Lexington City, Pamlico
	56.3	Hickory City, Madison, Stokes
	56.1	Jackson
	55.9	McDowell, Yancey
	55.7	Anson, Granville, Henderson, Rutherford
	55.5	Chatham, Greene, New Hanover, Person, Wake, Whiteville City
	55.3	Lenoir, Mount Airy City, Randolph, Rockingham, Wilkes
	55.1	Davidson, Richmond
2000 State	54.9	Clinton City, Lincoln, Pender
	54.7	Guilford, Jones, Martin, Wilson
1999 State	54.5	Wayne
	54.3	Bladen, Cleveland, Harnett, Yadkin
	54.1	Columbus, Rowan-Salisbury, Scotland
	53.9	Alleghany, Edenton/Chowan
	53.7	Duplin, Hyde, Moore, Swain
	53.5	Roanoke Rapids City, Winston-Salem/Forsyth
	53.3	Durham, Perquimans, Shelby City
	53.1	Beaufort
	52.9	Camden, Charlotte/Mecklenburg, Orange
	52.7	River Mill Charter**
	52.5	Caswell, Elizabeth City/Pasquotank
	52.3	Alamance-Burlington, Cumberland, Montgomery, Nash-Rocky Mount, Vance
	52.1	Polk
	51.5	Bertie, Mitchell
	51.1	Asheboro City
	50.9	Kings Mountain City
	50.7	Asheville City
	49.9	Tyrrell
	49.7	Hoke
	49.3	East Wake Academy**, Northampton
	49.1	J.H. Baker Jr High**
	48.9	Carter Community**, Warren
	48.7	Right Step**, Washington
	48.5	Hertford, Weldon City
	48.1	Robeson
	47.7	Oma's Inc **
	47.3	Crossnore Academy**
	46.5	Halifax
	46.1	Laurinburg**
	45.7	Laurinburg Homework**, Wayne Academy**
	38.1	Kennedy Charter**
	•	Grandfather Academy**, Lakeside School**, Lift Academy**, Omuteko Gwamazima**, Quest Academy**, Sampson

Notes: *Scale scores are rounded up to the nearest two-tenths of a point. •Data are not reported where number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after July 25, 2000 are not included in this table.

Table 42. 1999-00 End-of-Course Multiple-Choice Test Results
Physics -- Mean Scale Score by LEA (Maximum=87)

PRELIMINARY RESULTS

State	Mean Score*	2000 LEA Performance
	68.5	Transylvania
	...	
	66.5	Clay
	...	
	65.5	Chapel Hill-Carrboro City, Lee
	65.0	Yancey
	64.5	Richmond
	...	
	63.5	Thomasville City
	...	
	62.5	Currituck
	62.0	Bladen, Wilkes
	61.5	Elkin City, Macon, Shelby City, Union
	61.0	Davie, Onslow, Pitt, Stanly
	60.5	Cleveland, Clinton City, Edgecombe, Rowan-Salisbury
	60.0	Cabarrus, Greene, Hickory City
	59.5	Chatham, Moore, Wake
	59.0	Carteret, Catawba, Dare, Haywood, Henderson, Newton Conover City, Randolph
	58.5	Caldwell, Durham, Guilford, Jackson, Lincoln, Perquimans
	58.0	Ashe, Asheville City, Burke, Madison, Mount Airy City, Wilson
2000 State	57.5	Camden, Johnston, Surry, Winston-Salem/Forsyth
1999 State	57.0	Alamance-Burlington, Mooresville City, Wayne
	56.5	Alleghany, Avery, Charlotte/Mecklenburg, Davidson, Duplin, Granville, Iredell-Stateville, Kannapolis City, Pender, Stokes
	56.0	Buncombe, Edenton/Chowan, Harnett, New Hanover, Rockingham, Rutherford, Sampson
	55.5	Alexander, Brunswick, Cherokee, Elizabeth City/Pasquotank, Gaston, Kings Mountain City, Whiteville City
	55.0	Mitchell, Nash-Rocky Mount, Orange, Roanoke Rapids City, Tyrrell, Warren, Watauga
	54.5	Graham, McDowell
	54.0	Anson, Cumberland, Hoke, Martin, Montgomery
	53.5	Columbus, Craven, Lenoir, Scotland, Vance
	53.0	Franklin
	...	
	52.0	Beaufort
	51.5	Caswell, Jones, Person
	51.0	Asheboro City
	50.5	River Mill Charter**
	50.0	Hertford
	49.5	Yadkin
	49.0	Bertie, Northampton, Polk
	48.5	Gates, New Century**
	48.0	Halifax, Robeson
	...	
	46.5	Weldon City
	...	
	45.0	Washington
	...	
	•	Laurinburg**, Quest Academy**, Swain

Notes: *Scale scores are rounded up to the nearest five-tenths of a point. •Data are not reported where number tested is fewer than five.

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Data received from LEAs after July 25, 2000 are not included in this table.

Table 43. 1999-00 End-of-Course Multiple-Choice Test Results
U.S. History -- Mean Scale Score by LEA (Maximum=90)

PRELIMINARY RESULTS

State	Mean Score[†]	2000 LEA Performance
	67.3	Madison

	60.1	Chapel Hill-Carrboro City, Elkin City

	59.7	Hickory City
	59.5	Woods Charter**
	59.3	Transylvania
	59.1	Avery

	58.7	Graham
	58.5	Watauga
	58.3	Gaston, Orange, Swain, Wake
	58.1	Currituck
	57.9	Alleghany, Asheville City, Davie
	57.7	Cleveland, Shelby City
	57.5	Carteret, Thomasville City, Wilson
	57.3	Buncombe, Stanly
	57.1	Cherokee, Henderson
	56.9	Ashe, Asheboro City, Dare, Jackson, Moore , Mooresville City, Newton Conover City
1999 State	56.7	Guilford, Macon, New Hanover, Pender, Union
	56.5	Cabarrus, Lincoln, Randolph, Yadkin
1995-1998 State	56.3	Burke, Chatham, Haywood
	56.1	Granville, Iredell-Statesville, Onslow, Polk
	55.9	Catawba, Charlotte/Mecklenburg, Clinton City, Pitt, Wilkes, Winston-Salem/Forsyth
2000 State	55.7	Clay, Columbus, Harnett, Johnston, Sampson, Surry
	55.5	Alexander, Kannapolis City
	55.3	Camden, Davidson, Edgecombe, Scotland, Yancey
	55.1	Gates, Lenoir, Montgomery, Rockingham, Whiteville City
	54.9	Bladen, Cumberland, Durham, Lee, Nash-Rocky Mount, Vance
	54.7	Caldwell, Duplin, River Mill Charter**, Rutherford
	54.5	Craven, McDowell, Wayne
	54.3	Greene, Kings Mountain City, Mitchell, Roanoke Rapids City
	54.1	Jones, Mount Airy City, Richmond
	53.9	Rowan-Salisbury
	53.7	Brunswick, Edenton/Chowan, Hyde, Perquimans, Person, Warren
	53.5	Anson, Beaufort
	53.3	Alamance-Burlington, Cape Lookout Marine**
	53.1	Elizabeth City/Pasquotank, Lexington City, Northampton
	52.9	Stokes
	52.5	Martin
	52.3	Caswell, New Century**, Pamlico
	52.1	Franklin
	51.7	Hoke, Washington
	51.3	Robeson, Tyrrell
	50.7	Kestrel Heights**
	50.5	Hertford
	49.5	Weldon City
	49.3	Bertie
	47.1	Halifax
	46.3	Lakeside School**
	44.3	J.H. Baker Jr High**
	43.9	Provisions Academy**
	42.7	Oma's Inc **
	41.7	Lift Academy**
	41.5	Wayne Academy**
	41.1	Right Step**
	39.9	Laurinburg**
	*	Grandfather Academy**, Quest Academy**

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Notes: [†] Scale scores are rounded up to the nearest two-tenths of a point. *Data are not reported where number tested is fewer than five.

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Data received from LEAs after July 25, 2000 are not included in this table.

Appendix

North Carolina Charter Schools, 1999-2000

American Renaissance Charter School
American Renaissance Middle School
Arapahoe Charter School
Brevard Academy
Bridges Charter School
Cape Lookout Marine Science High School
Carter Community School
Carter G. Woodson School of Challenge
Chatham Charter School
Children's Village Academy
CIS Academy
Community Charter School
Crossnore Academy
Developmental Day School
Dillard Academy
Downtown Middle School
East Wake Academy
East Winston Primary School
Elizabeth Grinton Academy
Engelmann School of the Arts and Sciences
Evergreen Community Charter School
Exploris Middle School
Forsyth Academies
Francine Delany New School for Children
Franklin Academy
Grandfather Academy
Greensboro Academy
Harnett Early Childhood Academy
Healthy Start Academy Charter
Highland Charter Public School
Imani Institute Charter School
John H. Baker, Jr., High School
Kennedy School
Kestrel Heights School
Lake Norman Charter School
Lakeside School
Laurinburg Charter School
Laurinburg Homework Center Charter School
Lift Academy
Lincoln Charter School
Magellan Charter School
MAST School
Maureen Joy Charter School
New Century Charter School
Northeast Raleigh Charter Academy
Oma's Inc. Charter School
Omuteko Gwamaziima
Orange County Charter School
PHASE Academy of Jacksonville
Provisions Academy
Quality Education Academy
Quest Academy
Raleigh Charter High School
Research Triangle Charter Academy
Right Step Academy
River Mill Charter School
Rocky Mount Charter Public School
Rowan Academy
Sallie B. Howard School
Sandhills Theatre Arts Renaissance School (STARS)
Sankore School
SPARC Academy
Stanly County Community Outreach Charter School
Sterling Montessori Academy
Success Academy
Sugar Creek Charter School
Summit Charter School
The Learning Center
The Mountain Community School
Thomas Jefferson Classical Academy
Tiller School
Turning Point Academy
Vance Charter School
Village Charter School
Wayne County Technical Academy
Woods Charter School